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A CHALLENGE TO HUMANITY

Pictured on this page are some of the 40,000 Palestine refugee children attending emergency schools set up originally by Unesco in co-operation with voluntary aid organizations. The work of providing educational assistance for these children began two years ago and was maintained through the generosity of organizations and men and women of goodwill in many parts of the world.

Help of this sort for the Palestine refugees is essentially part of a peace endeavour of the United Nations, which acted as mediator in the Middle East and also saved hundreds of thousands from starvation. Today, the United Nations continues to help the refugees through its relief and works agency (UNRWA) which is putting into effect a rehabilitation programme aimed at making them self-supporting.

Unesco is working with UNRWA to continue the existing educational programme and extend it to more of the 200,000 Palestine refugee children. On their behalf, it has asked a question of the world—**"Are these children to be condemned to ignorance, idleness and the subservience that accompanies illiteracy?"**.

Unesco is confident of a re-assuring answer.

(For a report and photographs of some desert schools near Gaza recently visited by M. J. Torres Bodet, Director-General of Unesco, turn to page 2.)

Thanks To Unesco's Desert Schools...

40,000 MIDDLE EAST REFUGEE CHILDREN HAVE CLAIMED THEIR RIGHT TO EDUCATION

ON a road that stretches across the Sinai desert, there lies a small town called Khan Younes (Jonah's Inn). Once it was a busy centre of Arab Palestine's border life, the first stop for motorists travelling from Egypt to Palestine. But, just over two years ago, war flowed and ebbed over Khan Younes; and only now has the town, at present in Egyptian-occupied territory, returned to normal life.

Some of its citizens have been able to resume an almost normal existence. But many thousands of men and women are still suffering from the tragic effects of war. And the visitor who comes to Khan Younes for the first time, is struck by most pathetic sights.

Scores of tents pitched in the desert sand shelter refugees and their families. A short distance from these rather primitive living quarters are a dozen isolated tents which are used for several hours each day as schools for a few hundred refugee children, who, forgetting their misfortunes, crowd into the tents to receive an elementary school education.

Of the children attentively following the lessons, some are seated on small, narrow benches; others stand or squat on the ground. The teachers, using empty UNICEF milk cases as desks and large stones as chairs, go to endless pains to make their pupils understand the elements of reading and writing.

An Image Comes Alive

IN one tent, the children are learning to recite and chant the Koran. A few steps away, a group of boys are learning to count on their fingers. Nearby, a small crowd of children are gathered at the entrance to a large tent. One by one the children enter and as each walks in, he is given a tin cup full of milk. Then he takes his seat alongside mothers feeding their babies. Plates of porridge and malted rice are handed round. This is the midday meal — an extra ration provided by UNICEF.

At Nuseirat, these Arab boys are building their own school out of mud bricks. Raw materials—water, sand and sun—are plentiful and the work goes with a swing for the boys' enthusiasm is boundless.

Such sights as these greeted Jaime Torres Bodet when he visited the Arab refugee children in the Gaza area early last month. The Director-General of Unesco was accompanied by Mohamed Shafik Ghorbal Bey, Under-Secretary of State, Egyptian Ministry of Education, and a member of Unesco's Executive Board, as well as by Sir John Maud, Under-Secretary of State, British Ministry of Education and former chairman of Unesco's Executive Board. They had flown from Cairo to El Arish, across the Suez Canal and motored down to Gaza.

Khan Younes was their first stop. The tent schools that Unesco had helped set up in the desert for Arab refugee children had until then been only an image in their minds. Now, however, the picture had come to life. Khan Younes shows what a tent school means; shows that although the most essential school equipment has now been provided, there is still much to do.

Schoolboy Builders

WHEN M. Torres Bodet, Ghorbal Bey and Sir John Maud reached the tent schools of Nuseirat, a few miles away in the vicinity of Gaza, they saw that further progress had been achieved. Children looked healthier and better clad, vocational training had been started; and though some classes were still under tents, the children had at least the comforting sight of more permanent quarters rising nearby.

Only the outside walls of the building have been completed, but the rest will soon be ready. This the children know, for they are building the schools with their own hands, out of bricks made with the raw materials—mainly water, sand and sun—found on the spot. The work is easy; the enthusiasm boundless.

Sports have greatly helped in raising the morale and the hopes for the future of these children. Between classes, they have a vast playground—the desert. But when the school bell—sometimes a present from a faraway school in England or France—is heard, they return as eagerly to their tents.

In Gaza itself, the children are housed in proper schools untouched by the fighting. They have experienced teachers and secondary education is available to them. Vocational training is given in two large sheds where scores of boys begin training as binders, carpenters and weavers.

M. Jaime Torres Bodet, Director-General of Unesco (extreme left, facing class) and Egyptian officials visiting a tent class room at one of Unesco schools for refugee children in the Gaza area.

Chief Asset — Enthusiasm

UNESCO'S work of educational assistance for Arab refugee children began early in 1949 when schools were set up in a few camps. By December 31st, 1950, over forty thousand were attending Unesco schools. Of 24,500 pupils in the Gaza area, representing 43 per cent of refugee children in this zone, twenty thousand go to Unesco schools, 1,200 to Egyptian Government schools and 3,300 to private schools. They are looked after by 409 teachers—all of them refugees. Some have been trained in teachers' colleges and have also acquired experience in the schools set up in Palestine under the British mandate.

In the Unesco schools, the children learn reading and writing in Arabic and arithmetic and in most cases, elementary history and geography and sometimes agriculture are taught.

Most of the Unesco schools had to be set up with makeshift means in tents or in the open air. A serious handicap in the early stages was the absence of seats, tables, chairs, blackboards, exercise books, pencils and textbooks. And today there are still refugee "schools" where these essentials are lacking and where the chief working asset is the enthusiasm of the teachers.

The understandable desire of the refugee population to give their children education, elementary though it be; the persistent efforts of voluntary organizations to give the refugees something more enduring than the bare means of subsistence; and lastly, the work of Unesco, which has championed throughout the world the rights of refugee children to education—all these factors have combined to bring about a steady increase in the number of schools and their attendance.

The educational assistance programme is now operated jointly by Unesco and the United Nations Relief and Works Agency (UNRWA). The latter organization is responsible for administrative questions and is bearing a major part of the financial burden.

A tremendous amount of work still lies ahead. There is still insufficient school equipment. Accordingly, the General Conference of Unesco last year renewed its appeal to the United Nations, governments of Member States, National Commissions and private organizations, for generous assistance so that the education of these children might be carried on.

There is every reason to hope that the programme of educational assistance for refugee children in the Middle East — inspired by the right of those children to education, initiated with the help of so many organizations and carried out in a most constructive spirit of collaboration—can be continued until the problem of the Palestinian refugees is finally solved.

Courier

UNESCO

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UNITING FOR PEACE: The Role Of The United Nations General Assembly In Preserving Peace And Security

On November 3, 1950, the General Assembly of the United Nations adopted by 52-5, with two abstentions, an important resolution. Its purpose was to reinforce the Charter's measures for collective security and to accelerate the social and economic progress of the world. On such foundations alone could an enduring peace be built. The resolution reaffirmed that only by a constant application of the Charter's Principles, could the high aims of the United Nations, as stated in the First Article of the Charter, be fulfilled.

To this end, faced with a threat to peace or a breach of peace by an act of aggression, and in cases where the Security Council fails to discharge its responsibilities, the General Assembly, in which all the United Nations have equal representation, may meet in emergency special session within twenty-four hours and make recommendations to Member States on necessary collective measures, including the authorisation of armed force.

With the object of facilitating the task of the Assembly and the Security Council, two new agencies were established and put at their disposal : (1) a Peace Observation Commission consisting of 14 members, including the five permanent members of the Security Council. The appointment of this Commission was approved by 57 votes to nil, two abstaining. (2) A Collective Measures Committee to investigate methods which might be used to maintain and strengthen international peace or security in accordance with the Purposes and Principles of the Charter.

The resolution also recommended that each Member State should investigate the full extent of its country's resources to determine the nature and scope of the assistance it might be in a position to render in support of any recommendations of the Security Council or of the General Assembly for the restoration of international peace or security.

Fully conscious of the futility of adopting further measures of collective security without reinforcing the fundamental condition to peace, the General Assembly, in a 54 vote to nil, with one abstention, urged Member States "*to develop and stimulate universal respect for and observance of human rights and fundamental freedoms and to intensify individual and collective efforts to achieve conditions of economic stability and social progress, particularly through the development of under-developed countries and areas.*"

RESOLUTION ADOPTED BY THE GENERAL ASSEMBLY ON NOVEMBER 3, 1950

The General Assembly,

RECOGNIZING that the first two stated Purposes of the United Nations are :

" To maintain international peace and security, and to that end : to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace", and

"To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace ",

REAFFIRMING that it remains the primary duty of all Members of the United Nations, when involved in an international dispute, to seek settlement of such a dispute by peaceful means through the procedures laid down in Chapter VI of the Charter, and recalling the successful achievements of the United Nations in this regard on a number of previous occasions,

FINDING that international tension exists on a dangerous scale,

RECALLING its resolution 290 (IV) entitled " Essentials of peace ", which states that disregard of the Principles of the Charter of the Nations is primarily responsible for the continuance of international tension, and desiring to contribute further to the objectives of that resolution,

REAFFIRMING the importance of the exercise by the Security Council of its primary responsibility for the maintenance of international peace and security, and the duty of the permanent members to seek unanimity and to exercise restraint in the use of veto,

REAFFIRMING that the initiative in negotiating the agreements for armed forces provided for in Article 45 of the Charter belongs to the Security Council, and desiring to ensure that, pending the conclusion of such agreements, the United Nations has at its disposal means for maintaining international peace and security,

CONSCIOUS that failure of the Security Council to discharge its responsibilities on behalf of all the Member States, particularly those responsibilities referred to in the two preceding paragraphs, does not relieve Member States of their obligations or the United Nations of its responsibility under the Charter to maintain international peace and security,

RECOGNIZING in particular that such failure does not deprive the General Assembly of its rights or relieve it of its responsibilities under the Charter in regard to the maintenance of international peace and security,

RECOGNIZING that discharge by the General Assembly of its responsibilities in these respects calls for possibilities of observation which would ascertain the facts and expose aggressors; for the existence of armed forces which could be used collectively; and for the possibility of timely recommendation by the General Assembly to Members of the United Nations for collective action which, to be effective, should be prompt.

A

1. RESOLVES that if the Security Council, because of lack of unanimity of the permanent members, fails to exercise its primary responsibility for the maintenance of international peace and security in any case where there appears to be a threat to peace, breach of the peace, or act of aggression, the General Assembly shall consider the matter immediately with a view to making appropriate recommendations to Members for collective measures, including in the case of a breach of the peace or act of aggression the use of armed force when necessary, to maintain or restore international peace and security. If not in session at the time, the General Assembly may meet in emergency special session within twenty-four hours of the request therefor. Such emergency special session shall be called if requested by the Security Council on the vote of any seven members, or by a majority of the Members of the United Nations ;

2. ADOPTS for this purpose the amendments to its rules of procedure set forth in the annex to the present resolution;

B

3. ESTABLISHES a Peace Observation Commission for which the calendar years 1951 and 1952, shall be composed of fourteen Members, namely : China, Colombia, Czechoslovakia, France, India, Iraq, Israel, New Zealand, Pakistan, Sweden, the Union of Soviet Socialist Republics, the United Kingdom of Great Britain and Northern Ireland, the United States of America and Uruguay, and which could observe and report on the situation in any area where there exists international tension the continuance of which is likely to endanger the maintenance of international peace and security. Upon the invitation or with the consent of the State into whose territory the Commission would go, the General Assembly, or the Interim Committee when the Assembly is not in session, may utilize the Commission if the Security Council is not exercising the functions assigned to it by the Charter with respect to the matter in question. Decisions to utilize the Commission shall be made on the affirmative vote of two-thirds of the members present and voting. The Security Council may also utilize the Commission in accordance with its authority under the Charter;

4. THE COMMISSION SHALL HAVE authority in its discretion to appoint subcommissions and to utilize the services of observers to assist it in the performance of its functions;

5. RECOMMENDS to all governments and authorities that they co-operate with the Commission and assist it in the performance of its functions;

6. REQUESTS the Secretary-General to provide the necessary staff and facilities, utilizing, where directed by the Commission, the United Nations Panel of Field Observers envisaged in General Assembly resolution 297 B (IV);

C

7. INVITES each Member of the United Nations to survey its resources in order to determine the nature and scope of the assistance it may be in a position to render in support of any recommendations of the Security Council or of the General Assembly for the restoration of international peace and security;

8. RECOMMENDS to the States Members of the United Nations that each Member maintain within its national armed forces elements so trained, organized and equipped that they could promptly be made available, in accordance with its constitutional processes, for service as a United Nations unit or units, upon recommendation by the Security Council or General Assembly, without prejudice to the use of such elements in exercise of the right of individual or collective self-defence recognized in Article 51 of the Charter;

9. INVITES the Members of the United Nations to inform the Collective Measures Committee provided for in paragraph 11 as soon as possible of the measures taken in implementation of the preceding paragraph;

10. REQUESTS the Secretary-General to appoint, with the approval of the Committee provided for in paragraph 11, a panel of military experts who could be made available, on request, to Member States wishing to obtain technical advice regarding the organization, training, and equipment for prompt service as United Nations units of the elements referred to in paragraph 8;

D

11. ESTABLISHES a Collective Measures Committee consisting of fourteen Members, namely : Australia, Belgium, Brazil, Burma, Canada, Egypt, Mexico, Philippines, Turkey, the United Kingdom of Great Britain and Northern Ireland, the United States of America, Venezuela and Yugoslavia, and directs the Committee, in consultation with the Secretary-General and with such Member States as the Committee finds appropriate, to study and make a report to the Security Council and the General Assembly, not later than 1 September 1951, on methods, including those in Section C of the present resolution, which might be used to maintain and strengthen international peace and security in accordance with the Purposes and Principles of the Charter, taking account of collective self-defence and regional arrangements (Articles 51 and 52 of the Charter);

12. RECOMMENDS to all Member States that they cooperate with the Committee and assist it in the performance of its functions;

13. REQUESTS the Secretary-General to furnish the staff and facilities necessary for the effective accomplishment of the purposes set forth in sections C and D of the present resolution;

E

14. THE GENERAL ASSEMBLY, in adopting the proposals set forth above, is fully conscious that enduring peace will not be secured solely by collective security arrangements against breaches of international peace and acts of aggression, but that a genuine and lasting peace depends also upon the observance of all the Principles and Purposes established in the Charter of the United Nations, upon the implementation of the resolutions of the Security Council, the General Assembly and other principal organs of the United Nations intended to achieve the maintenance of international peace and security, and especially upon respect for and observance of human rights and fundamental freedoms for all and on the establishment and maintenance of conditions of economic and social well-being in all countries; and accordingly

15. URGES Member States to respect fully, and to intensify, joint action, in co-operation with the United Nations, to develop and stimulate universal respect for and observance of human rights and fundamental freedoms, and to intensify individual and collective efforts to achieve conditions of economic stability and social progress, particularly through the development of under-developed countries and areas.

UNESCO CARRIES OUT EDUCATIONAL PROGRAMME ON THE PRINCIPLES OF COLLECTIVE SECURITY

THE decision that Unesco should select collective security as a major theme in its educational work, in the light of the action taken by the United Nations with respect to Korea, was made by the Executive Board of Unesco in September, last year.

As part of a general resolution adopted by the Board on Unesco's contribution to the action of the United Nations and Specialized Agencies in the Korean crisis, the Director-General was authorized to undertake a special programme of education on the principles of collective security and their application in such specific circumstances as the conflict in Korea.

Accordingly, plans were made for the production of written and visual materials for use at various levels of education.

Publications already written or in the course of preparation under these plans include pamphlets explaining collective security, addressed to teachers, senior pupils, and adult groups; pamphlets of suggestions for teachers; studies on collective security intended primarily for use in universities; and wall charts for use in classrooms.

On this page and on pages 5 and 6, the Courier presents a " preview " of these publications, in the form of extracts from one of the pamphlets intended for the use of teachers, senior pupils in secondary schools and adult education classes, an article written by one of the authors of the three studies directed to " university level " audiences, and an article explaining the purposes to be served by the wall charts now being prepared by the Bureau of Current Affairs in London.

AS an aid to teaching about collective security in secondary schools and adult education classes, three pamphlets for teachers are being produced by Unesco. In brief form (approximately 40 pages), they sketch the principles, problems and historical developments of international collective security.

To write these pamphlets in English, French and Spanish respectively, Unesco has called upon Dr. A. Appadorai, Secretary-General of the Indian Council of World Affairs; M. Jean Dupuy, an authority on international law; and Professor Guillermo Francovich, Rector of the University of San Francisco Xavier, Sucre, Bolivia.

These three authors have written independently, each in a different language, on common lines agreed upon in a series of consultations. The three pamphlets, to be published in Unesco's " Towards World Understanding " *series, will be available for free distribution.*

Below we publish extracts from the pamphlet prepared by Dr. Appadorai, who was formerly professor of politics at the University of Madras. Dr. Appadorai is the author of Substance of Politics (Oxford University Press, 1949) and of several pamphlets on international affairs.

LESSONS ON THE UNITED NATIONS are being introduced in schools all over the world with the help of teaching methods worked out by Unesco. Here a class of ten-year-olds listens and looks as their teacher shows a film-strip produced by the United Nations.

THE MEANING OF COLLECTIVE SECURITY

Security and Freedom

HISTORY is in large measure a record of man's efforts to achieve greater security and freedom. The gradual evolution of the modern state from tribal beginnings obscured by time is a pattern of attempts to achieve these things. At the outset, men grouped themselves together mainly for mutual protection; in due course, nations came into being and political institutions advanced towards the ideal of government by consent. The search for security led to nationalism; for freedom, to democracy.

Since the Industrial Revolution, the different nations have become economically more interdependent; technology has increased their capacity for production and destruction as well; and war, with the aid of science, has come to mean total annihilation. It has become clear that there must be a rule of law among nations as there is a rule of law among individuals within each state. The attempts to establish such a rule of law represent a continuance and extension of man's efforts to achieve security and freedom.

The implications of a rule of law among nations can be fully grasped only by contrast with the rule of might which still prevails. At present, when a nation's interests are supposed to conflict with those of another, the nation concerned may resort to war as an instrument of policy. Each state has therefore had to try individually or through alliances to be stronger than its adversaries. But the world wars of 1914-18 and 1939-45 have taught a painful lesson: security based solely on might is impossible for all at the same time, or even for a few at all times. This indeed is inherent in the logic of facts. Every state or group of states cannot be always stronger than every other state or group of states.

What then is the alternative? The answer is collective security through the rule of law. This means three things :

1. *Nations must agree to the principle that in matters affecting other nations besides their own they will accept the rule of conduct laid down by a common international authority as binding on themselves.*

2. *They must agree to renounce the right to settle disputes by making war.*

3. *They must bind themselves to regard any act of war by any State in breach of this primary obligation as an act of war against themselves and come to the assistance of the victim of the agression.*

One means of establishing international collective security through the rule of law is the voluntary acceptance of the principle as symbolized in a league of sovereign nations. This is not a new idea; indeed, it can be traced back at least as far as the fourteenth century. However, the most significant attempts to organize such a league on the world scale have occurred within our own times.

Dr. Appadorai goes on to discuss the development of the idea of collective security in the life-time of the League of Nations, before writing on the subject of the United Nations and Collective Security. In this, the third and longest chapter, he deals with the purposes and principles of the United Nations, the organization of collective security, the record of the U.N.'s work, the Korean crisis and finally outlines some of the efforts that have been made to reduce poverty, disease, and economic inequality—"which in the ultimate analysis are responsible for frustration, insecurity, discontent, dispute and war."

In the last chapter of the pamphlet, extracts from which are reprinted here, Dr. Appadorai suggests ways by which the foundations of collective security could be strengthened.

STRENGTHENING THE FOUNDATIONS

Difficulties and Weaknesses

THE history of the last five years, and more especially the Korean crisis, has brought into relief some difficulties and weaknesses in the present organization of collective security. The fear of war, instead of receding, has increased. Nations are spending on armaments the money and the energy which they should spend on economic development and the provision of social services. Confidence in the ability of the United Nations to provide security, it is clear, has not yet been created.

The consequence of such a political climate on the system of collective security provided in the Charter has been disastrous. Articles 43, 45, 46 and 47 of the Charter are fundamental to that system. According to these, the Security Council was, with the assistance of the Military Staff Committee, to negociate with Member Nations agreements for making available to it at its call, armed forces, assistance and facilities necessary for the purpose of maintaining international peace and security. But on account of the political differences referred to earlier, and mutual suspicion, the Military Staff Committee could not function, and no agreements with Member Nations could be worked out.

Article 27, paragraph 3, which contained the famous principle of unanimity—that decisions of the Security Council on matters other than procedural "*shall be made by an affirmative vote of seven members, including the concurring votes of the permanent members*" (with certain exceptions in respect of the pacific settlement of disputes)—has been found to be a limiting factor. In defence of the veto, it must be said that it was included in the Charter because continuing unanimity of purpose among the Big Five was the very foundation of the Organization. Any other course was too academic: if the Big Five split, the Organization would be divided in any case and the members would act as they liked. What was necessary then was to maintain the unity of the United Nations, and to depend on that unity to lay the foundations of a lasting peace.

But as it was, the existence of the veto not only prevented the proper building up of a system of collective security; it also prevented the Organization from becoming as universal as it could be. The admission of such nations as Ceylon and Finland, for instance, has been blocked by the veto, with the result that as many as 14 nations are still outside the Organization.

It is not our purpose, here, to examine the differences between the factions or to judge who is right and who is wrong. In the context of collective security what is significant is the inability of the Security Council to act effectively; each party accuses the other of expansionist ambitions, and there is mutual suspicion. But as against this, the people of the world are anxious to avoid war and, if we read public opinion aright, they would like to see the United Nations established more effectively as an instrument for collective security.

Improvement of the Machinery

HOw then can this be done? We must at this stage go back to first principles. Power held in reserve has always played an important part in international politics; the United Nations can be an effective instrument of collective security only if the statesmen of the powerful nations are prepared to use the power of their States on its behalf.

Granted this, how can the machinery be improved?

(Continued on page 6.)

SUGGESTIONS FOR TEACHERS

THREE pamphlets of practical suggestions on teaching about collective securitiy to pupils in the 11-16 age range are to be published by Unesco. They will be complementary to the pamphlets described above and, like them, will be prepared independently but on similar lines by three authorities from different countries, each writing in his own language. The authors of the pamphlets of suggestions and the languages in which they will write are: Mr. John Spencer, of Harrogate Training College, England (English); M. Paul Féraud, Primary School Inspector, Paris (French); and Sr. Diego Gonzalez, Superintendent of Schools, Havana, Cuba (Spanish).

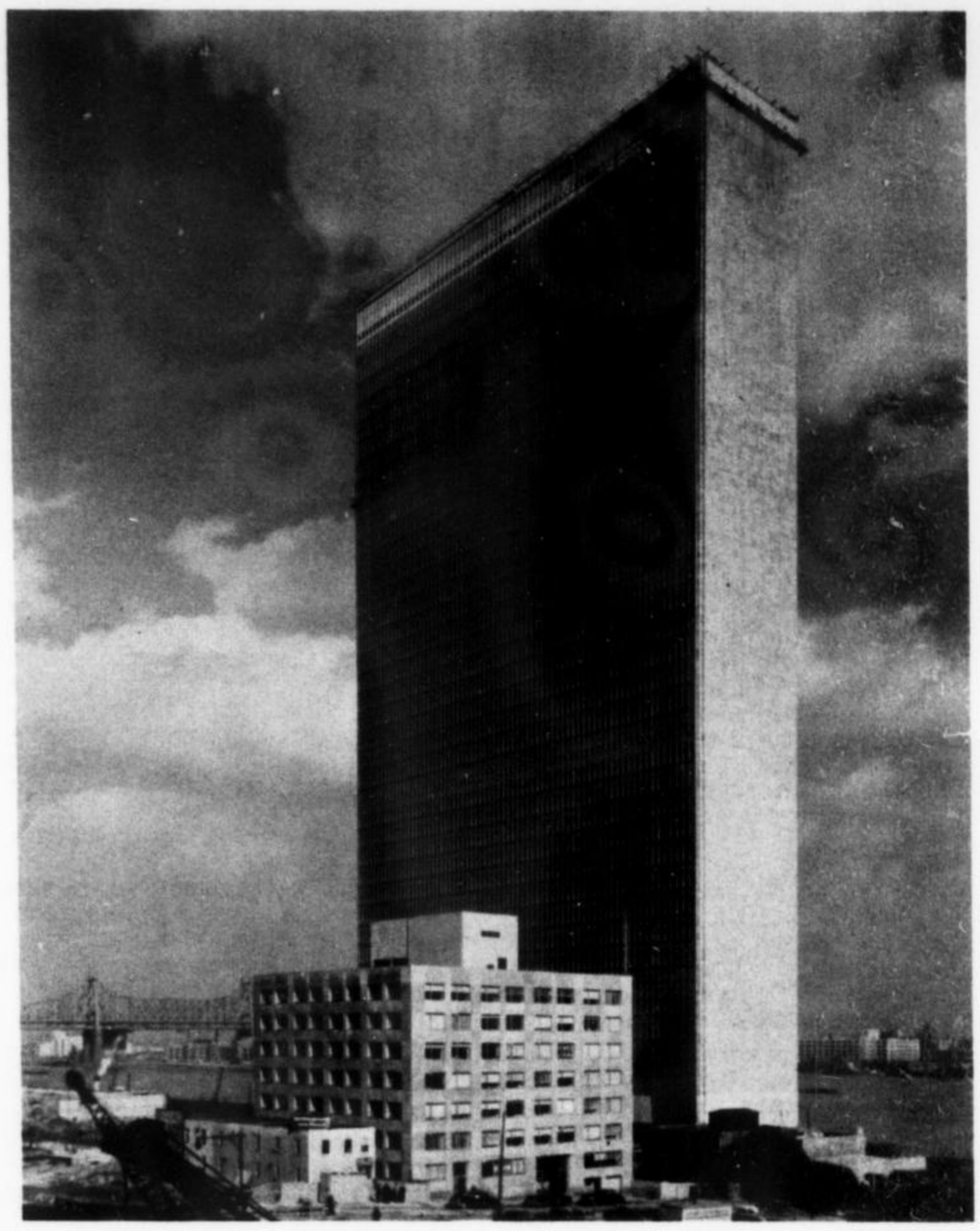
ORGANIZING FOR PEACE - A "PROGRESS REPORT"

TO prepare studies on the subject of collective security directed primarily to an audience at the college and university level, Unesco commissioned three distinguished authorities from different countries.

These three authors were: Dr. Andrew Martin, international lawyer and lecturer at Ruskin College, Oxford (English text) ; Professor Georges Scelle, professor of international law, University of Paris, and Secretary-General of the Academy of International Law at the Hague (French text) ; and H.E. Antonio Castro Leal, Head of the Mexican Delegation to Unesco (Spanish text).

The three authors discussed the work and agreed on a general plan as a basis for the texts, but each is writing in his own language with a maximum freedom of expression and interpretation.

In the following article, written specially for the Courier, Dr. Andrew Martin explains why he is casting his version of the Unesco monograph in the form of a " progress report ".



U. N.' s NEW HOME and New York's latest skyscraper—the new, 39-storey headquarters of the United Nations international secretariat.

BY

Dr. ANDREW MARTIN

Dr. Andrew Martin is by training and profession an international lawyer. He was Political Correspondent to the European Division of the BBC during the war and has been teaching International Relations at Ruskin College, Oxford, since 1945. His "Commentary on the Charter of the United Nations", written in association with Professor Norman Bentwich, was, in 1950, published simultaneously in England and the United States and his "Introduction to International Relations" is shortly to be published in London. He is the author of a number of articles and papers on the economic clauses of the Peace Treaties, the codification of Human Rights and other related subjects.

IT is a somewhat perilous adventure to write about collective security at a moment of challenge and crisis ; the writer is in constant danger of being overtaken by kaleidoscopic changes in the situation, and of losing his perspective. Yet, from the point of view of education in world citizenship the opportunity is unique.

Since 1919, most of the universities have treated the problems of security as fit only for the advanced student specializing in international law or the history of international institutions. Now, all of a sudden, the subject has become full of life, one which transcends the traditional lines of demarcation between the faculties, and, by sheer force of circumstance, is pushed right into the focus of the attention of all young people whatever may be their particular line of study.

It is the common experience of many teachers that the average student has a preconceived attitude to collective security. There are, first of all, the "idealists" who have unbounded respect for the printed word of international instruments, point with confidence to the text of their Charter and say in effect : "Collective security is an accomplished fact. The machinery is streamlined and automatic. It is bound to work once it is properly run in."

There are, on the other hand, the "realists", animated by an unconcealed mistrust of international wars since 1945. For them, the Charter is a hollow pretence and collective security in an unfederated community of States a mere figment of the imagination.

If these attitudes are, as I believe them to be, typical, there is a strong case for providing two propositions : firstly, that in the past fifty years we have made considerable and at times revolutionary progress towards a working organization for peace ; secondly, that if we want to cover the distance which still separates us from the target, the essential requirements of the system must be understood and actively supported by far wider sections of public opinion than is at present the case.

In keeping with this conception of collective security as an organization still in the process of evolution, I have cast my own version of the textbook commissioned by Unesco in the form of a *"progress report"*.

Security is the sum total of international activity in three interdependent fields: regulation of armaments, pacific settlement of disputes, collective action against breaches of the peace. The evolution of ideas and institutions in these three sectors has been neither steady nor uniform. Progress in one field has been frequently accompanied by stagnation, indeed by retrogression in one or both of the others. Yet, on balance, there is a definite overall progress to record and I have attempted to assess its nature and size.

To set in proper perspective the three technical surveys which form the main body of the book, I have tried to trace, in an introductory chapter, the fundamental change of our ideas about the function of international society in relation to the prevention of violence ; to define the political impact of economic, social and cultural co-operation within the United Nations system ; and to argue the case for a better appreciation of the moral and psychological conditions of security.

UNESCO WALL CHARTS TO AID IN STRUGGLE FOR COLLECTIVE SECURITY

IN the following article, Mr. W E. Williams, director of the Bureau of Current Affairs, London, describes the special wall charts being produced for Unesco by the Bureau of Current Affairs. The charts will provide a visual presentation with a brief text, of (1) The United Nations, (2) the Security Council and (3) Unesco. They are designed to provide a basis for a " United Nations Corner " in schools and thus stimulate continuing activities and projects by both teachers and pupils.

BY W. E. WILLIAMS

Mr. Williams is Director of the Bureau of Current Affairs, London, Chief Editor of Penguin Books and a Trustee of the National Gallery. A former member of the Unesco Secretariat, he helped to bring into existence such enterprises as the radio unit and the Special Features Press Service. He has written and talked abundantly about Unesco, and lately went on mission to Lake Success to inform the United Nations what Unesco was doing about collective security and to display the roughs of the Unesco Wall Charts.

MANY vital phrases in the vocabulary of the United Nations make a rather vague impact on the popular mind. One of these is the phrase "Collective Security". Unesco has recently undertaken an educational campaign to bring home to the Man-in-the-Street the significance of collective security. One means whereby this is to be attempted is through a pair of wall charts designed and produced by the Bureau of Current Affairs in the United Kingdom. They will be produced in four colours and three languages, English, French and Spanish, and will form a compact and colourful unit suitable for display in school classrooms, community centres, youth clubs and factories.

This is not the first time, by any means, that wall posters have been designed for such purposes. But the Bureau of Current Affairs claims some valuable innovations in the posters now in production. For one thing, they will not merely rely on their first impact upon those who look at them, but because they will require periodic alteration and revision, they should prove of constant interest to groups of children and adults wherever they are displayed.

It is particularly hoped, during the anxious period in which we now live, to keep alive a vital interest in collective security and to help people to understand its interpretation in the deliberations of U.N.

The two charts should be displayed side by side. The first is a visual interpretation of U.N. : the countries which belong, their interdependence, and the consequences, in human and industrial terms, of warfare. The second chart is devoted entirely to the Security Council, its compostion, terms of reference, achievements to date and future problems.

TO CONSOLIDATE PEACE

PEACE is not simply the avoidance of war, and it has been thought well to embody on these charts some reminder of what is being done by the various specialist agencies of U.N. to consolidate peace by comparable victories over ignorance, disease and malnutrition.

On the reverse of the second chart, therefore, will appear, in the first issue, a depiction of the specific tasks of Unesco. Subsequent issues will deal similarly with the achievements of such organizations as the Food and Agriculture Organization, the World Health Organization and the International Labour Organization.

The material on Chart I will be of a comparatively permanent character. But Chart II, and the reverse of Chart II, afford obvious opportunities for revised versions of the material they contain in their initial presentation.

These charts are not intended merely for display on a wall where, in due course, their message will be taken as read or totally ignored. They are expressly planned to stimulate a regular and consistent interest in international affairs. Each of them is 40"×30" in size, and they are designed to appear beside each other. In the leaflet of instructions which will go out with the charts, teachers are urged to locate this unit in a strategic position in the school — in the main hall, for example, or in a corridor where the children often gather.

TAPING THE NEWS

AMONG numerous suggestions for making the charts a focus of interest, there is room here to mention only one. This is the device called " Taping the News ". To carry this out, a long table should be placed against the wall underneath the charts, and children should be encouraged to collect newspaper cuttings and photographs about the U.N. and Security Council and pin them on the table. These cuttings should then be joined to the appropriate places on the maps and diagrams by coloured tapes, a practice which not only tends to give a bright and dramatic aspect to the unit, but also teaches children to put two and two together in their observation of what is taking place in the world.

The Bureau of Current Affairs has a long experience in creating pictorial conceptions of this kind, but all who have seen these charts and drafts are impressed not only by their attractiveness to the eye but by the skill with which they convey their message. Roughs of the material were recently shown to meetings of U.N., and also at Unesco, so a great deal of representative opinion and experience has been embodied in the final results.

The plates have been made, and by the time these words are read, the copy of the English edition of the charts should be coming off the presses. The French and Spanish editions will follow very shortly.

STRENGTHENING THE FOUNDATIONS OF COLLECTIVE SECURITY

(Continued from p. 4)

The United Nations should have reliable means of information on preparations for aggression and on aggression itself when it takes place; it must be capable of taking quick and effective action; and the action must be backed up by power. The Assembly, according to the Charter, can only make recommendations; it cannot take binding action. Article II clearly states that any such question (relating to the maintenance of international peace and security) on which action is necessary shall be referred to the Security Council by the General Assembly, either before or after discussion. Much has been made of this restriction and it has been suggested that only a general conference summoned under Article 109 to review the Charter could legally vest in the Assembly such functions as were proposed to be transferred to it, under 'a united action for peace' resolution which was introduced in the Political Committee by seven nations on 9 October, 1950.

Here, Dr. Appadorai outlines the points covered by the "united action for peace" resolution, the text of which is published on page 3 of this issue. He then goes on :

Is this a usurpation by the Assembly of a power conferred by the Charter on the Security Council? We think not. First, the Assembly has been given some responsibility for the maintenance of international peace. Secondly, this is only a recommendation and, clearly, the Assembly can recommend. A recommendation has, of course, no binding force as, for instance, a decision by the Security Council would have; that means that the effectiveness of the resolution depends upon how far Member States are prepared to co-operate with the Assembly in checking aggression.

Perhaps another point may be made clear. It is difficult under the Charter to think of a United Nations sponsored war against a permanent member of the Security Council if any one of them is an aggressor, since each has a veto in the Security Council in respect of preventive or enforcement action; and an Assembly resolution cannot substantially alter the fundamental position of the Big Five under the Charter.

From the point of improved machinery for collective security, it is worthwhile also to explore the possibility of regional arrangements (contemplated under Articles 52-54 of the Charter) for co-operation between countries and with the United Nations; they may be useful for localising conflicts and ensuring peace, if properly set up and organized. A small expert committee, it is suggested, may be established to study the problem in all its aspects.

Aid to Under-developed Countries

MENTION has been made earlier of the importance of the economic development of under-developed countries; the "United Action for peace resolution" passed by the Assembly on 3 November 1950 specifically urged Member States to intensify individual and collective efforts to achieve conditions of economic stability and social progress particularly through the development of under-developed countries and areas. There is no space here to discuss the ways and means for such development; it is sufficient to draw attention to the Report of the Fourth Session of the Sub-Commission on Economic Development. Under-developed areas need for their economic development capital equipment and financing as well as technical assistance; and in both these respects, the methods which have been tried and found suitable in the industrialized countries of the West must be considerably modified to meet the needs of the under-developed countries.

The Sub-Commission referred to above recommended (regarding financing) that international lending institutions follow *flexible* policies in making external loans for local currency costs of economic development, with due regard to the circumstances in each case and with a view always to the basic objectives to be achieved; the Chairman of the Commission suggested a bold new organization under the aegis of the United Nations to promote the economic development of the under-developed countries. *"The new organ"*, he said, *"would work in co-operation with the International Bank and other organs of the United Nations, but it would be charged with responsibility for economic development. It should not be merely a planning or advisory organ but should have finance at its disposal"*.

Regarding technical assistance, and assistance to economic development in general, the United Nations has now recognised the wholesome principle that *"it must be organically related to the economy"* of the country which asks *for the assistance.* Besides, *"the services rendered by the United Nations must be of the kind desired by the government of the requesting country. They must be designed to meet its needs, must be in the form that it desires and must be designed to strengthen its national economy and promote its political and economic independence. Such principles preclude the arbitrary imposition of schemes devised by foreigners to achieve the political or economic subjugation or exploitation of peoples of less highly developed countries."**

The more help rendered to under-developed countries on the principles stated above, the better the chances for providing the conditions under which collective security can be maintained.

The Creation of Goodwill

FINALLY, to promote collective security, the development of certain national and individual attitudes will be helpful.

At the national level, what is important to realize is, that different ideologies, together with the institutions they imply, must learn to exist side by side in the world; for the one ideology to try to wipe out the other is undesirable and impracticable. In concrete terms this means that the governments of the countries concerned should cease abusing social systems and ideologies with which they are not in sympathy. It also means the removal of suspicions by promoting freer intercourse between the countries.

At the individual level, the relevant attitude to be cultivated consists of two elements : (1) the attitude of 'live and let live', a sense of tolerance and charity, a recognition that a diversity of cultures, by their very diversity, contributes to the increase of human happiness; and (2) non-violence, that is, the recognition that the warlike attitude is not something inherent in man, but, instead, that man is by nature social and can live in neighbourly friendliness and love. These attitudes in the individual which education can do much to cultivate, indeed go to the root of the problem of collective security.

(*) *Dr. L. Keanleyside in* United Nations Bulletin, *Vol. ix. n° 8.*

"THE UNESCO STORY" PUBLISHED IN U.S.

A graphic record of the great and wide-spread interest in the United States in the activities of Unesco is provided in an illustrated 112-page booklet, titled "The Unesco Story", which has just been published by the United States National Commission for Unesco. The booklet describes the international programmes of Unesco and the work of national organizations and community groups in the United States in furthering understanding of the Organization's aims and activities.

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THE U. N. FIGHT AGAINST DISEASE AND DESPAIR IN KOREA

Two immense problems for the Unified Command in Korea — the protection of the civilian population against epidemics and the care of refugees and orphans—are illustrated in these photographs. To prevent outbreaks of small-pox, typhus, typhoid and cholera, mass innoculations have been carried out (above), (1) by Korean doctors under the supervision of the Unified Command, which supplies the vaccines and medical equipment. Orphans found wandering in the ruins of the Korean city (above), (2) are placed in a truck to be taken to an orphanage by a U.N. Welfare Officer on the staff of the Unified Command.

EXECUTIVE BOARD APPROVES USE OF $ 100.000 FUND FOR URGENT KOREAN EDUCATIONAL NEEDS

ONE way in which Unesco responded to the United Nations appeal for support of its action in Korea last year, was to establish a special fund for educational, scientific and cultural aid to the people of Korea.

Last month, after receiving details of Korea's "minimum, emergency" educational requirements, Unesco's Executive Board decided to make an immediate contribution towards the provision of the most urgent of these supplies by offering this special fund of $100,000 to the Secretary-General of United Nations.

The resolution approved by the Board authorized the Director-General to put the fund at the disposal of the U.N. Secretary-General, when "he shall have informed the Director-General that the situation in Korea would permit the effective use of the fund for educational, scientific and cultural aid to the civilian population of Korea".

The extensive list of educational supplies towards the provision of which the fund may now be employed, was forwarded to Unesco by the UN Secretary-General, Mr. Trygve Lie, from the Unified Command. It included such items as newsprint, paper, blackboards, pencils and notebooks.

As accurate figures regarding the number of elementary school pupils, classrooms and schools were not available, the items listed were based on the needs of one million five hundred thousand pupils in approximately 4,000 schools and represented "minimum emergency requirements".

As a result of the Executive Board's meeting, Unesco has asked Mr. Trygve Lie to obtain information from the Unified Command as to which items in the list have the highest priority.

Many voluntary agencies are anxious to co-operate in the relief and rehabilitation of Korea. Unesco is therefore making every effort through the machinery of the United Nations to secure information about specific needs of universities and educational institutions there. Factual data and background material of this kind are indispensable to these voluntary aid organizations in launching fund raising appeals.

REGIONAL CONFERENCE FOR WESTERN HEMISPHERE SETS NEW STANDARDS FOR WORK OF NATIONAL COMMISSIONS

THE first Regional Conference of National Commissions of the Western Hemisphere, held at Havana in December, was conceived by Unesco as an experiment which, if successful, could provide it with a new, precise and effective instrument for action.

Last month M. Jaime Torres Bodet, Unesco's Director-General, reporting to the Organization's Executive Board on the work of the Conference, was able to state : "*Without prejudicing the ultimate results of the Conference, it may be said at once that it was a very great success. The final resolution adopted by the Conference, which emphasises the value of the information exchange and the impetus given to the National Commissions of the Western Hemisphere, recommends that I draw the attention of the General Conference to these results, with a view to the periodical convening of Regional Conferences.*"

In all, 17 countries sent delegates to the Conference. These were:

Bolivia, Brazil, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, France, Guatemala, Haiti, Honduras, Mexico, Panama, United States of America, Uruguay and Venezuela. In addition, Chili, Paraguay and Nicaragua, which are not yet members of Unesco, sent observers.

The First Lesson

IT was the composition of the delegations, however, as well as their number, that ensured the success of the Conference. These delegates included Five Ministers of Education, two Under-Secretaries of State, a former President, and several former Ministers, eight Directors of Education, and many officials from ministries of Education and Culture. The Organisation of American States was represented by its Secretary-General and by the Director of its Education Department. Mr. Howland Sergeant, United States Deputy Assistant Secretary of State for Public Affairs was also present, and gave a lecture on a particularly important Conference subject, Technical Assistance.

The presence of such a high proportion of responsible persons, who direct the executive bodies of member states in Unesco fields, was described by M. Torres Bodet as perhaps the most salient feature of the Conference.

Emphasizing this point in a report to the Executive Board, he stated: "*It cannot be denied that, in many countries, the relationship between the Executive and the delegations to the General Conference still leaves much to be desired. In cases where the execution of our annual programme falls to authorities which have not themselves taken part in the Conference discussions, those authorities frequently have little understanding for, or even no knowledge at all, of that programme. It is scarcely possible to remedy this situation. It would be very difficult to persuade the responsible members of the Executive to undertake journeys of long duration to distant capitals. The first lesson of the Havana Regional Conference therefore is that, if Unesco wishes to reach them, it must do so on the spot.*"

Work Of Delegations

AT Havana, Unesco did effectively reach the Ministers and Directors, who took part in the four daily work meetings throughout the Conference, and who were able to make a personal study of Unesco's problems and methods of work.

Wishing to tackle problems together, and to be kept informed on as wide a regional basis as possible, of all matters under discussion, delegates rejected the idea of adopting "division of labour," and of appointing a certain number of delegates to each committee.

In eleven working days, delegates were able to deal with questions whose scope might normally have seemed excessive for the time available.

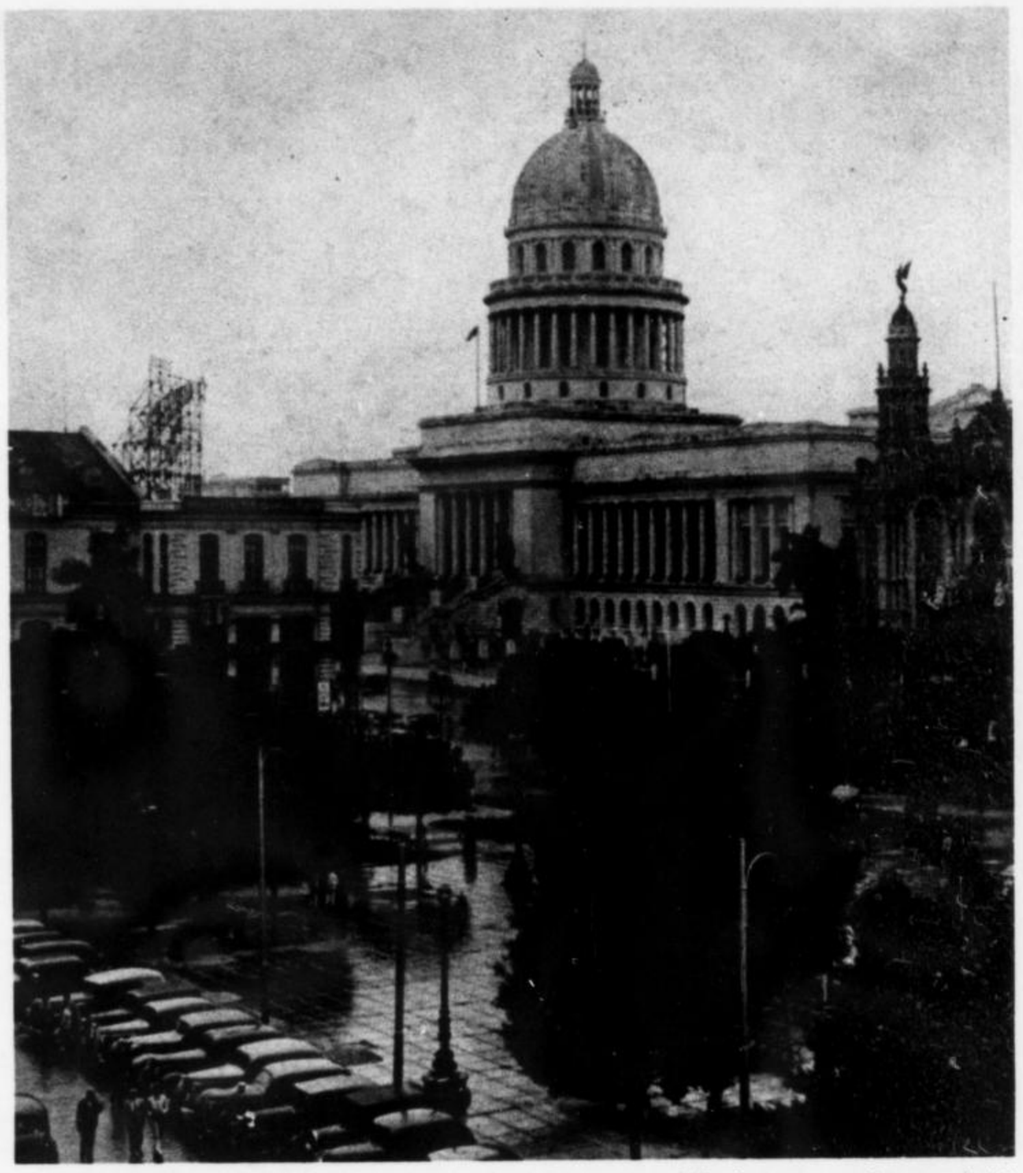
These questions included : organization and work of the National Commissions; dissemination of and teaching about Human Rights; Technical Assistance programme in Latin America; Fundamental Education in Latin America and a special Unesco project; teaching about the United Nations; translation of great Latin American books; libraries and book coupons; the role of universities in the present day world.

The conclusions the Conference drew from its work and the practical solutions it found for each point on its agenda are reflected in the recommendations which it made to Governments and National Commissions.

(Some of the most important of these appear on page ten of this issue.)

Education—Technical Aid

SPECIAL attention was given to the urgent educational problems of Latin America to-day. Delegates, for example, closely examined Unesco's programme on Fundamental Education, after M. Torres Bodet had described its development, and outlined the work accomplished through missions, seminars, pilot projects and training and production centres.



CUBA'S NATIONAL CAPITOL (above) where the naugural Conference meeting was held, is one of Havana's finest buildings. A second meeting, devoted to the Universal Declaration of Human Rights, was held there on December 10. This building also housed the three Unesco Exhibitions which were opened during the Conference.

THE HAVANA CONFERENCE hears a talk on Technical Assistance given by Mr. Howland Sergeant, United States Deputy Assistant Secretary of State for Public Affairs. This photo shows: (from left to right) Dr. Mendez Pereira, Head of Unesco's Regional Office in Havana; M. Michel Dard, Head of Unesco's Division of Relations with Governments and National Commissions; M. Torres Bodet, Unesco's Director-General; Dr. Cosme de la Torriente, Chairman of the Conference; Mr. Howland Sergeant and Dr. Vincente Ardaya, Bolivian Minister of Education.

The Director-General also announced the opening in Patzcuaro, Mexico of the first Regional Fundamental Education Centre for Latin American countries. **(See pages 8 and 9.)**

This project for the training of personnel and the preparation of teaching material for Fundamental Education campaigns was strongly approved by the delegates, who submitted a series of suggestions for its development.

The Conference made a close study of Technical Assistance methods and suggested a number of ways for National Commissions to collaborate in the implementation of the United Nations Technical Assistance plan. These included their participation in study groups, the nomination of experts who could work in other countries, and assistance in the reception and placing of Unesco fellowship holders.

After adopting the report on Unesco's role in the United Nations Technical Assistance programme, the Conference declared that, "*no programme of economic development, as opposed to economic expansion, can be carried out without a simultaneous increase in educational programmes aimed at securing the intelligent participation of the peoples concerned.*"

Inter-Cultural Exchanges

DELEGATES made a realistic approach to an undertaking to which the countries of Latin America attach great importance—the translation of Latin American classics. Governments and National Commissions were asked to give the utmost support to the Unesco project for the translation into English and French of these classics and of contemporary works, which would help to increase the knowledge of Latin American culture throughout the world. They also emphasized the need to disseminate these works in their original language throughout the countries of Latin America, so as to make the culture of each country known in the others.

To assist these efforts towards the development of mutual knowledge, National Commissions were asked to set up committees to carry out the translations and to ensure the distribution of the works, while governments were asked to take action for the abolition of obstacles to the circulation of books, reviews and newspapers.

A certain number of Conference resolutions were addressed to Unesco, which was asked, for example, to assist in the organization of a Seminar on the subject of Human Rights to be held towards the end of 1951. Unesco was also asked to help in the publication of a Spanish basic vocabulary prepared by the University of Porto-Rico, and to sponsor a Congress of all the American Universities.

A New Impetus

THE greatest number of Conference recommendations, however, were directed towards the Governments and National Commissions of the Western Hemisphere. The most significant of these, because it provides the means of giving a new impetus to the collaboration of Latin American countries in the carrying out of Unesco's programme, concerned the re-organization and the provision of budgets for National Commissions as well as the creation of permanent national secretariats.

(The text of this resolution appears on page 10.)

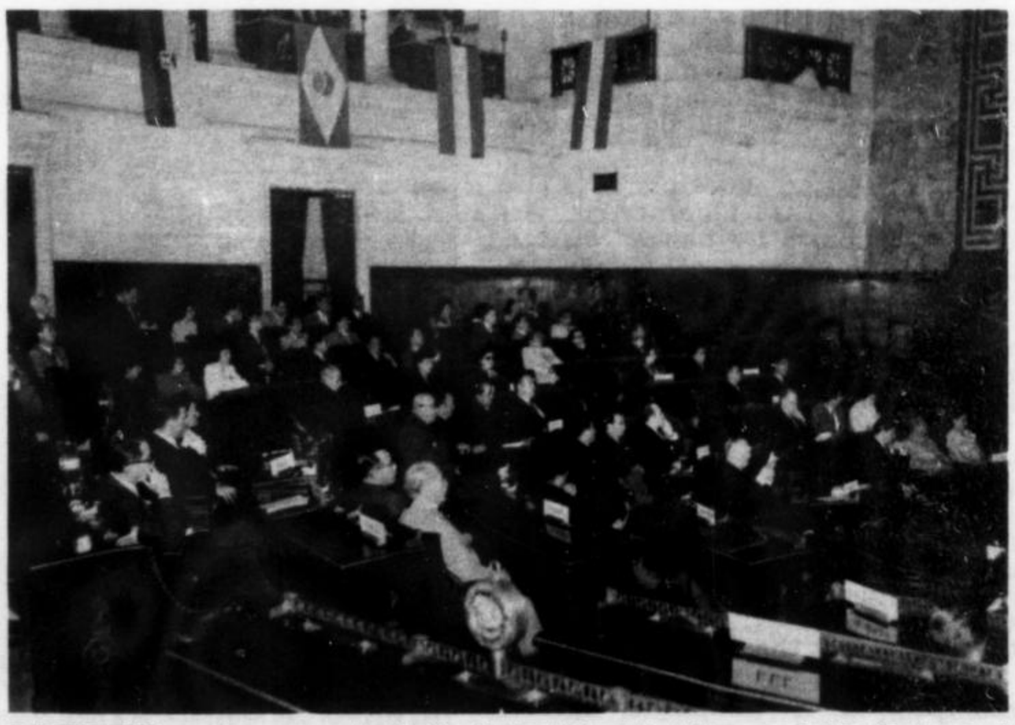
Action called for by this recommendation includes the review by Member States of the composition of their National Commissions. To enable these Commissions to work more effectively, the resolution urged that they should include representatives of governmental bodies interested in Unesco's aims, public or private institutions, women's organizations, labour and youth associations of an educational, scientific or cultural nature, and international cultural organizations, so that the general public may be more closely associated with Unesco's work.

The full implication of this recommendation lies in the fact that its authors are in many cases members of the National Commissions and Governments who are called on to carry out its terms. Together with other recommendations, it defines, in effect, an international cultural policy affecting 17 countries, whose representatives have themselves formulated their national responsibilities.

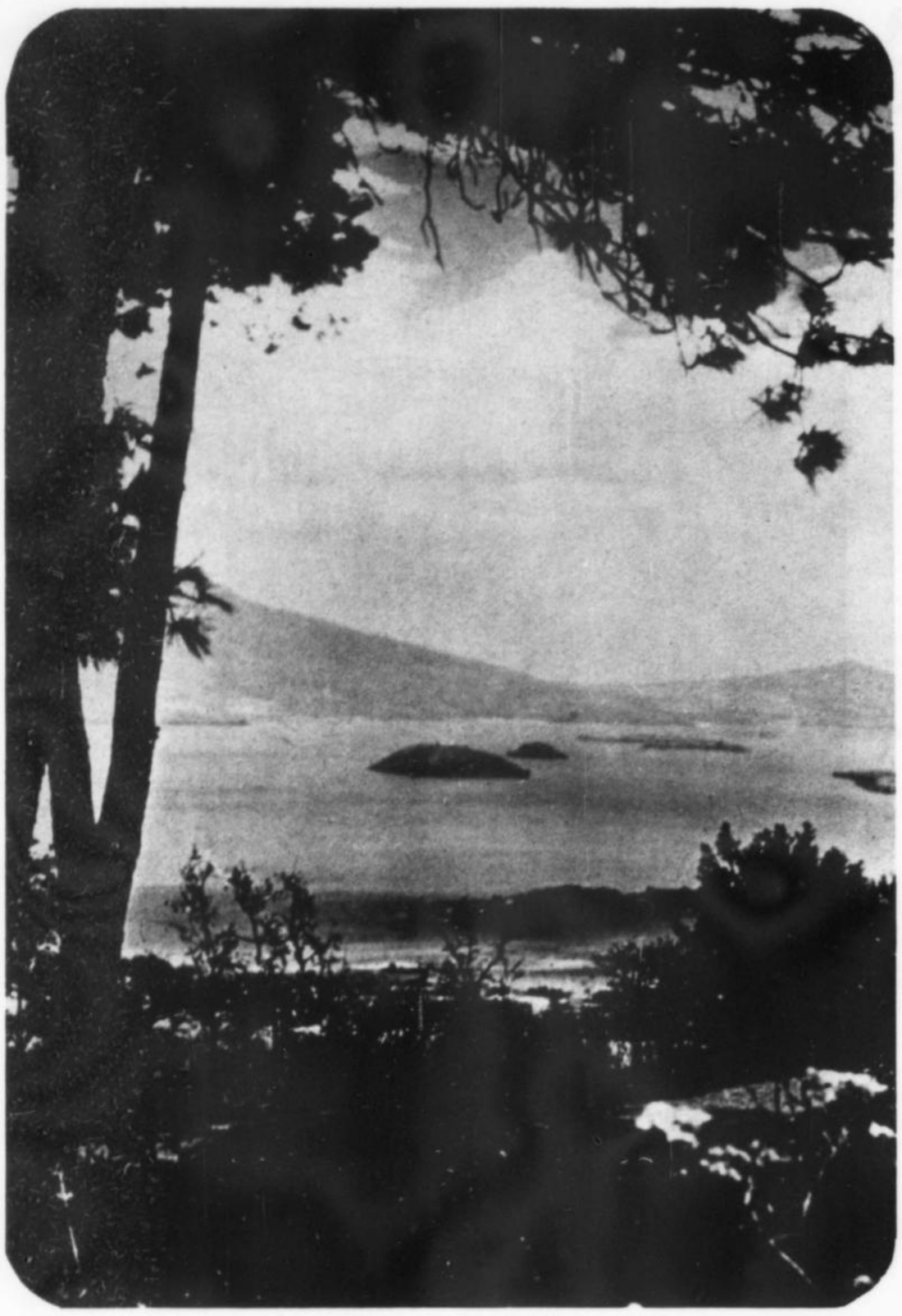
Although those who attended the Havana Conference never lost sight of the world-wide character of Unesco's mission, several of their resolutions implied —on the basis of decentralization—that Unesco's Regional Office in the Western Hemisphere situated in Havana should be further developed. After studying such recommendations, Unesco will submit appropriate proposals to the next session of the Executive Board.

One of the most important results of the Havana meeting was summed up by M. Torres Bodet, when he stated : "The Havana experiment has proved to me that the formula to be sought is indeed that of 'Regional Conferences of Ministers of Education and of National Commissions'."

Unesco is now organizing the second of these regional conferences which will group Ministers of Education and members of 15 National Commissions in the Far East, South East Asia and the South Pacific at Bangkok, next November.



DELEGATES are shown here inside the National Capitol at Havana, during the inaugural meeting of the Regional Conference.



Latin America's Regional Fundamental Education Training and Production Centre is to be opened near Patzcuaro, (above) one of Mexico's loveliest lakes, which is located nearly 7,000 feet above sea level. The lake and the ancient town of Patzcuaro are in the old Tarascan Indian stronghold of Michoacan.

PATZCUARO-
A School For Tacticians In The Fight Against Ignorance

The Regional Conference of Unesco National Commissions held recently in Havana gave special attention to the subject of fundamental education, for problems involved in launching this type of educational programme are among the most urgent of those facing Latin American educators today.

Addressing a conference group which studied questions of fundamental education in Latin America, M. Jaime Torres Bodet, Unesco's Director-General traced the history of Unesco's Fundamental Education Programme and described the work done by the Organization through its missions, seminars and pilot projects.

The Director-General also announced the opening in Patzcuaro, Mexico, of the first regional fundamental education training and production centre, set up by the Organization of American States and Unesco with the help of the Mexican Government.

The vital role this new centre can play in helping to meet the need for trained fundamental education teachers and effective teaching materials, not only in Latin America, but in other parts of the world, is described in the following article.

SEVENTY million persons imprisoned behind a wall of ignorance constitute a burden that is today handicapping the economic and social progress of an entire Continent — Latin America.

This figure — 70,000,000 — is a recent estimate of the number of illiterates in Latin America where individual countries are facing up squarely, though often with limited means, to the problems posed by populations with an average literacy rate believed to be about 55 per cent.

Liberal provisions for education were written into the constitutions of nearly all these nations when they shook off outside domination and, today, some are spending as much as one-fourth of their national budgets on schooling.

Latin American educators have also long realized that illiteracy is virtually a synonym for hunger, disease, poverty and wastage of human resources. For decades, they have worked on the principle that illiteracy is only part of a way of life that must be changed. Literacy for its own sake is not enough.

The key to this change is the teacher. Mass produced drugs can be used to attack such diseases as yaws and malaria but there is no such thing as a mass-produced teacher and teachers are what are needed to attack illiteracy and ignorance and the other "diseases" that spring from them to afflict the people.

Educators can point to many examples where campaigns against ignorance and low living standards, even though they have started off in a spectacular way, have slowed down and failed to produce lasting results in the face of a shortage of teachers and educational materials.

Today, the problem of making good these two deficiencies has been singled out for attack by Unesco under a plan to establish an international faculty for training teachers of fundamental education — a term coined by Unesco to describe ways of teaching people to live fuller and better lives in their own surroundings. The plan also provides for the development and production of adequate educational materials by this teachers' college.

Although illiteracy is a world problem, methods of literacy teaching have usually to be devised to meet the needs of individual regions. Unesco therefore decided to organize its faculty on a local basis and thus the idea of regional training and production centres came into being. In October, 1949, the Mexican government offered to help Unesco establish such a centre in Mexico to serve Latin America. In the same month the Organization of American States joined the plan.

Latin America will therefore be the first of five regions — the others are the Far East, India, the Middle East and Equatorial Africa — to benefit from the work of what Unesco calls a "fundamental education training and production centre". With the other regions, it comes under a $20,000,000 plan to create a world network of six such centres, training some 4,000 fundamental education teachers of teachers over twelve years.

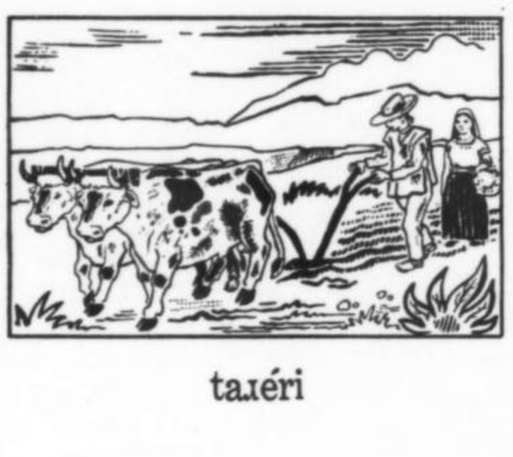
Teaching farmers how to fight plant diseases and insect pests is an important part of rural fundamental education. Here, Mexican farmers learn about potato diseases from experts working under the joint agricultural programme of the Mexican Government and the Rockefeller Foundation.

Teachers of Teachers

THE plan was adopted by Unesco's Executive Board last November and has still to be approved by the next Unesco General Conference in June before it can go into full operation. However, it is already becoming a reality for Latin America whose Mexican Centre plans to train more than 1,000 fundamental education specialists in twelve years. Compared to 70,000,000 illiterates, the number is infinitesimal, but the centre will train teachers of teachers. Graduates will go out to staff similar centres organized by individual nations, so that teachers will be formed by a kind of "chain reaction" process.

The programme of the centre will be familiar to most Latin American countries where educators believe, if the people cannot go to schools, in bringing schools to them. One country uses "cultural missions", another "cultural brigades", and still another "travelling schools", but the idea of a mobile team of education specialists runs throughout these programmes.

Such teams usually are made up of experts on literacy, hygiene, home economics, practical farming methods, or perhaps handicraft industries and organized recreation. They visit rural regions by motor truck, on muleback or even by river boat. Often teaching becomes a secondary task : the first job is to convince



taɹéri

tatá juánu taɹésʌndi.

imá taɹésʌndi jaráru ch'káriri jimbó

tatá juánu jatsíasti uáni echérichani.

naná luísa témbesti tatá juánueri.

naná luísa pákusʌndi t'irékua. ❶

jacaré ja je ji jo ju ge gi

já	la ran ja	gen te
ja rro	en jo o	ge lo
ja ne la	je ri mu	ge ma
jei to	jo e lho	gi ne te
jor nal	a ju da	gi ro

— O lhe su as mãos, Ge or gi na! Es tão mui to su jas. La ve - as pa ra ir mos jan tar.

— Sim, se nhor. Já vou.

gato ga gue gui go gu ge gi

ga go	ga do	go la	go ta	gu la
go ma	ga lo	gu me	goi a ba	
á gua	á guia	ga li nha	a gu lha	

Gato. Galo. Galinha. ❷

TWO APPROACHES TO LITERACY TEACHING. Using Mexican communities as "laboratories", students at the Patzcuaro Fundamental Education Centre will test the relative effectiveness of two teaching methods—direct instruction in Spanish and the use of the local language with a later transition to Spanish. The illustrations above demonstrate different approaches to this problem in two Latin American countries. They show (1) a page from "Cartilla Tarasco-Espanol", a literacy primer in Tarascan and Spanish, which offers a bridge from a vernacular to a regional language and (2) a Brazilian primer which goes straight into the regional language, Portuguese, and makes learning as streamlined as possible.

This Mexican wall newspaper in a rural community meets both a social and an educational need. It keeps people up-to-date with local and national news and provides a useful form of follow-up reading material for newly literate men and women.

The Tarascan people, of whom those at Patzcuaro are the proud descendants, were an advanced, artistic and poetic race with a melodious language and a tradition of many handicrafts. Today, as in the past, they fish in dugouts on the jade-green waters of Lake Patzcuaro, using graceful butterfly nets to catch the swarming silver "charales". Traditions and customs preserved from pre-Spanish times still play an important role in the lives of the Tarascans.

people that education has something to offer them.

The worth of these teams has been shown in Mexico, only one of a number of countries using them. There, cultural missions have been given much of the credit for an increase in rural school attendance from 50,000 to 683,000. Other progress, in terms of healthier diets, better housing, wiser use of land and a growth of co-operation, is more difficult to translate into statistics.

Unesco has incorporated this "team" technique into its plan to train teachers to accomplish on a larger scale what individual nations have shown can be done. Students at the Latin American regional centre, and other centres that may follow it, will begin their training as a team, work as a team and return to their own country as a highly-trained unit of specialists.

When the centre opens this year at Patzcuaro in the Mexican state of Michoacan, it will have an international student body drawn from such professions as adult educators, sanitary engineers, rural schoolteachers, nurses and agricultural experts. At first, there will be fifty students; ten from Mexico and forty from other Latin American countries, all studying under Unesco grants. There will be accommodation for up to 100 students, the fifty others to be sent under fellowships provided by their own governments.

Community "Laboratories"

Patzcuaro, which lies in a mountain region dotted with lakes and which is often called the "Switzerland" of Mexico, was chosen as the centre's site because of the variety of communities available for study in its immediate neighbourhood. Its Indian population, the Tarascans, have shown, in the past, a healthy desire for education.

The early start of operations at the Mexican centre is being made possible by preliminary research undertaken by the centre's staff, under the direction of Lucas Ortiz, former head of Mexico's rural education department, and by Mexican educators and government officials.

They have already selected the areas and communities which will serve as "laboratories" for the centre. One is typical of Mexico's tropical lowlands, another of her mountain regions and the third has a problem faced by nearly all Latin American educators—that of a population speaking a local language without fixed spelling or grammar. There, the centre's students will test the effectiveness of two teaching methods; the one being direct teaching of literacy in Spanish and the other the development of literacy in the local language with a later transition to Spanish.

This research into local conditions will be expanded gradually by the centre until it covers the needs of all Latin America. For this task, the centre is equipped with a research library and also with a documentation exchange service designed to keep both the centre's staff and Latin American educators abreast of techniques in their area. Students themselves will contribute to this research, even before beginning their eight-month training course, by writing an entrance "thesis" on fundamental education in their own countries.

Research facilities will also be provided by a "bureau of production" in Washington operated by the Organization of American States, an example of the close co-operation among international organizations, which has made the foundation of the centre possible. The centre's staff, for example, will include specialists from three other United Nations agencies —the World Health Organization, the International Labour Organization and the Food and Agricultural Organization.

Equal importance will be given to the production side of the centre's programme. The need to develop the right materials for both teachers and pupils was illustrated recently by a member of an international adult education seminar who told his colleagues wryly: *"In my country, we taught* 30,000 *people how to read in six weeks—but six weeks later, they were illiterate again because they had nothing they could read."*

Follow-Up To Literacy

When a newly-literate adult discovers the only available material at his reading level to have been written for children, he can hardly be blamed for concluding that illiteracy was not after all such a disadvantage. One purpose of the centre's production division is to provide him with reading material which fills an immediate need in his daily life. If being literate can help to teach a farmer how to keep insects from ruining his harvest, it has a practical value which is immediately obvious to him.

The language and illustrations used in fundamental education teaching materials must be as local as the conditions they are designed to change. The production experts at Patzcuaro will work to develop texts, films and filmstrips which can be easily assimilated by audiences often brought up on long traditions of hostility to "strangers" and the new ideas they may bring.

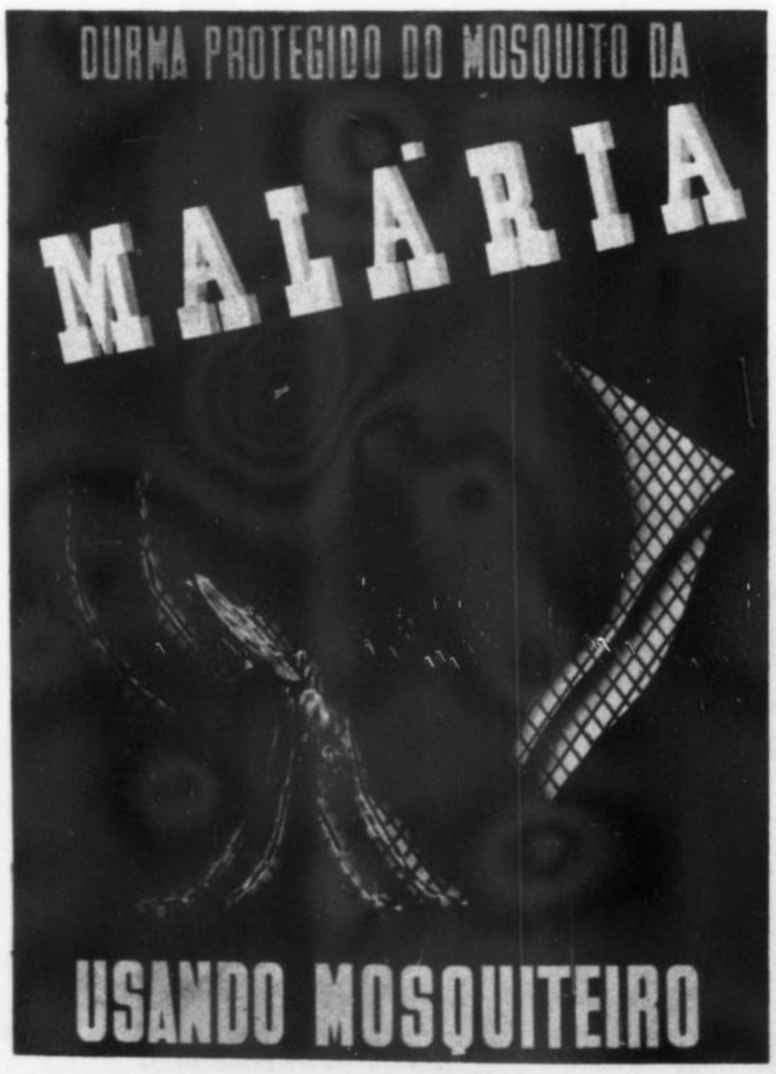
One film strip production method open to the centre is that employed by members of Unesco's Audio-Visual Fundamental Education Project in China. There, a new technique—the use of paint and ink directly on films —was applied by local artists. Such artists, when they have been shown the lesson to be taught, can express themselves in a language and in symbols which are real and familiar to the local people and thus more likely to produce effective results.

The centre will develop materials, test them in Mexican communities and then offer them as samples and models to other Latin American countries, but with an annual budget of little more than $100,000 to cover both staff and fellowship costs, it will not be able to publish texts or print films on a large scale itself.

According to present plans the centre is to develop a complete range of fundamental education materials over five years. It will aim at a maximum quality of production whose cost, however, must be kept within the financial possibilities of economically under-developed regions.

The entire programme to go into effect at Patzcuaro, in March, is conceived not only to meet local needs in Latin America but also to act as a "trail blazer" for fundamental education campaigns in other parts of the world.

When these other campaigns get under way, the educators in charge of them will have some trustworthy signposts—the lessons learned at Patzcuaro by both teachers and pupils—to guide them down the best roads.



POSTERS FOR PROGRESS. These striking, coloured posters used by Brazil in its nation-wide adult education campaign have proved their worth as a means of arousing public interest in the literacy drive and of providing useful health hints. The texts of those shown above read: (right) "With these weapons we shall win." and (left) "Sleep protected from the malaria mosquito—use mosquito nets."

HAVANA CONFERENCE RESOLUTIONS REFLECT REGIONAL SUPPORT FOR UNESCO'S PROGRAMME

REPORTING on the work of the First Regional Conference of National Commissions of the Western Hemisphere, to Unesco's Executive Board, last month, M. Jaime Torres Bodet, the Director-General, stated :

"The Conference might have been no more than a meeting for information and study purposes; even as such it was indispensable, as was shown by the discussions. But, whether it was a question of fundamental education... of teaching about the United Nations and the Declaration of Human Rights, of the role of the university on the American continent, or of the development of exchanges of persons, the Conference, both in its advice to the Secretariat and in its recommendations to the governments concerned, showed its keen desire for more regional co-operation within the Organization".

M. Torres Bodet added: *"The fact that, in the case of at least half the delegations, those who voted for these resolutions were the persons directly responsible for action, gives me considerable hope that these intentions will be translated into fact in the near future".*

The desire of National Commissions in the Western Hemisphere to contribute actively to Unesco's programme is reflected in the texts of conference resolutions relating to four important aspects of Unesco's work, which are published on this page.

NATIONAL COMMISSIONS

The Conference

(a) **RECOMMENDS the governments of the Western Hemisphere :**

(i) To include in their annual budgets allocations sufficient to enable National Commissions to make an effective contribution to the execution of Unesco's programme.

(ii) To consider the desirability of setting up a permanent and adequately remunerated Secretariat for the National Commissions called upon to play an essential part in promoting the aims and objects of Unesco.

(iii) To arrange for frequent meetings and for continuity in the work of the National Commissions of the Western Hemisphere, through the establishment of special committees corresponding to the chief fields of action included in Unesco's programme and also, where necessary, of an Executive Committee to be responsible for co-ordinating the work and taking any decisions that may be required between plenary meetings of the National Commission.

(iv) To invite Member States to review the composition of their respective National Commissions, with a view to enabling them to carry out their work more effectively, ensuring that they represent governmental bodies interested in Unesco's aims, public or private institutions, women's organizations, labour and youth associations of an educational, scientific or cultural nature, and international cultural organizations, so that the general public may be more closely associated with the implementation of Unesco's programme.

(v) To establish, whenever necessary, centres affiliated to the National Commissions, granting them adequate premises and assuring them of the support of the administrative and university authorities and of cultural organizations.

(b) **ALSO RECOMMENDS the National Commissions of the Western Hemisphere:**

(i) To contribute by all appropriate means to the implementation of Unesco's annual programme and special projects, the maintenance of contact between the latter and the national organizations, and the dissemination of information concerning the objects and activities of Unesco.

(ii) For that purpose, to make a careful study at the beginning of 1951, of Unesco document XR/14 concerning the participation of National Commissions in the execution of the programme for 1951, and to draw up on the basis of that document a detailed plan of action for the year.

(iii) To prepare a complete list of the educational, scientific and cultural bodies in their respective countries, both for their own convenience, and for the information of Unesco and particularly of the Regional Office at Havana, to which reports should be sent.

(iv) To establish, whenever possible, particularly in educational centres, associations of friends of Unesco.

TEACHING ABOUT HUMAN RIGHTS

The Conference

RECOMMENDS to the Governments of the American countries:

(a) That they promote throughout their territories, as soon as possible, public and private teaching not only about the human rights and fundamental freedoms enshrined in their countries' Constitutions, but also, and as intensively as possible, about the rights set forth in the Universal Declaration which was approved and proclaimed by the General Assembly of the United Nations on 10 December 1948.

(b) That, to this end, the National Commissions of every Member State, in agreement with the Secretariat of Unesco in Paris, promote the establishment of educational curricula on this subject on the following basis:

(i) The systematic development of theoretical and practical teaching about human rights, from elementary classes in primary schools up to the advanced (university and technological) level, including an examination of the measures designed to ensure those rights and guarantees, and an estimate of their effectiveness in everyday life;

(ii) The attaching of greater importance to a knowledge of the bases of each human right studied than to the actual means whereby the right is given legal effect.

(iii) The carrying out of a national and international campaign of civic education, in which teaching in the schools, among the public as a whole, and in non-scholastic institutions shall be included, with a view to preparing all people for the exercise of the rights and the fulfilment of the obligations laid down in the Universal Declaration of Human Rights of 10 December 1948.

(iv) The special emphasizing of the fact that the rights of the individual imply and define obligations on his part as regards co-operation, living in society, responsibility and maximum respect for the dignity of other men...

(c) That, in those countries which have not yet inaugurated official curricula for teaching about human rights, the curricula referred to in paragraph (b) be placed at the disposal of the governments concerned by 1 April 1951 at the latest.

TECHNICAL ASSISTANCE IN LATIN AMERICA

The Conference

RECOMMENDS

(a) That Unesco and the Mexican Government be congratulated on the setting up of the Mexican Scientific Bibliographical Centre, the Conference being fully confident that the work of the said Centre will benefit the whole of Latin America and that branches will be set up as soon as possible in the Latin American countries.

(b) That, in co-operation with the other Agencies of the United Nations, Unesco carry out a survey on the native problem in Latin America, especially on native education.

(c) That a seminar be organized on the techniques to be used in determining the needs for specialized personnel in Latin America.

(d) That a seminar be organized to study the results of Unesco's enquiry and activities in the matter of Technical Needs in Mass Communication (Film, Press and Radio) in Latin America, and to draw up a programme for dealing with those needs.

(e) That study groups or seminars on scientific questions connected with the economic development of the Latin American countries be organized within the general plan of Technical Assistance, with the special purpose of studying various scientific aspects of the conservation and use of the Continent's natural resources.

(f) That the Director-General of Unesco be requested to send the five foregoing recommendations to the Latin American Governments for ratification, approval of those recommendations being regarded as constituting official requests for technical assistance to Latin America.

(g) That the National Commissions of the Western Hemisphere be requested to collaborate in the implementation of the Technical Assistance Plan...

FUNDAMENTAL EDUCATION

The First Regional Conference of National Commissions of the Western Hemisphere considers that the training of teachers and the production of teaching materials are of the greatest importance in fundamental education, and it therefore submits the following recommendations concerning the better and more effective co-operation of the National Commissions, and concerning the Regional Centre to be established at Patzcuaro under the auspices of Unesco:

(a) The greatest possible number of fellowships should be obtained for each country.

(b) The number of fellowships should be established in accordance with the cultural needs and the geographical situation of each country...

THE CONFERENCE

HAVING carefully considered the "project for the establishment of a world network of regional fundamental education centres" submitted by Unesco's Director-General;

CONSCIOUS of the need of trained staff and suitable teaching materials for ensuring the success of the world-wide fundamental education campaign sponsored by Unesco;

NOTES with satisfaction that the first Regional Centre has been established by OAS and Unesco, with the help of the Mexican Government, in order to meet the needs of Latin America in trained staff and suitable teaching materials for fundamental education; and,

DESIROUS of seeing the work of the Regional Fundamental Education Centre in Latin America serve as an example for similar centres in other parts of the world,

RECOMMENDS the National Commissions of the Western Hemisphere and the Third Meeting of Representatives of National Commissions to give their full support to Unesco's project and to facilitate its execution by all appropriate means.

THE OPENING OF THE UNESCO REGIONAL CONFERENCE. This photo, taken in Cuba's National Capitol on December 8, shows, (front row, from left to right): Dr. Cosme de la Torriente, Chairman of the Regional Conference; Dr. Lincoln Rodo, President of the Cuban Chamber of Deputies; M. Jaime Torres Bodet, Unesco's Director-General, Dr. Ernesto Dihigo, Cuban Minister for Foreign Affairs, Dr. Manuel A. de Varona, President of the Cuban Senate, Dr. Alberto Lleras, former President of Colombia and Secretary-General of the Organization of American States; and Dr. Octavio Mendez Pereira, Director of Unesco's Regional Centre.

DURING THE HAVANA CONFERENCE OF NATIONAL COMMISSIONS, three Unesco exhibitions—colour reproductions of modern art, Human Rights and Unesco's Travelling Science Exhibition—were held, and within 12 days had been visited by 40,000 people. Their inauguration in the National Capitol at Havana coincided with the commemoration of Human Rights Day, on December 10. This photograph, taken at the inauguration, shows, from left to right: Sr. Manuel Gual Vidal, Mexican Minister of Education, Dr. Ernesto Dihigo and Sra. Dihigo, M. Jaime Torres Bodet, and Dr. Octavio Mendez Pereira.

CAIRO CEREMONIES HIGHLIGHT TRADITIONAL CULTURE AND MODERN TECHNIQUES OF EGYPT

The ceremony (Left) marking the Silver Jubilee of the Fouad I University in Cairo was attended by King Farouk, shown here wearing his robe of Doctor " Honoris Causa " of the University, and surrounby members of the royal family and of his suite.

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M. Jaime Torres Bodet, Director-General of Unesco speaking at the inaugural ceremony of the Fouad I Institute of the Desert, at Heliopolis, near Cairo. (Right)

by Jean THOMAS

FOR a week, from December 27 to January 3, Cairo was the scene of impressive celebration as King Farouk, government leaders, diplomats and scholars from many countries joined in ceremonies marking the 25th anniversary of the building of the Fouad 1st University, the 75th anniversary of the Royal Geographical Society and the inauguration of the Fouad 1st Desert Institute.

Visitors went from one memorable experience to another as they visited and marvelled at the work of creative artists belonging to a civilization several thousand years old; and then went on to inspect the universities and scientific laboratories of Modern Egypt.

Tradition And Techniques

THIS demonstration of Cairo's cultural wealth was more than a mere proof of national creative genius. The ceremonies truly constituted a demonstration of the spirit and purpose of Unesco — even a contribution to the work of the Organization. Both the presence of Count Jacini, Chairman of Unesco's Executive Board, and the Director-General of Unesco, and the speeches they made, symbolised the spirit of friendly co-operation that exists between Unesco and this Member State.

Visitors to the Fouad 1st University, a well-equipped block of buildings designed on simple architectural lines, also inspected the time-hallowed mosque of El Azhar. Here, for more than a 1,000 years, Koranic teachings have been passed down from generation to generation; and the visitor begins to understand the force of a spiritual tradition among a people who also welcome the most recent branches of learning and technique.

During their visit, Count Jacini and M. Torres Bodet met members of the Egyptian National Commission, to explain Unesco's programme and the results that have already been obtained, and to point out projects where Egypt's collaboration can be most useful. From Unesco's point of view, much useful information was obtained and it is likely that the Egyptian National Commission drew equal benefit from this visit.

The Desert Institute

THE Desert Institute, inaugurated on December 30, was part of an immense programme conceived by King Fouad 1st, who provided Egypt with so many of its fine scientific foundations. It was designed to furnish scientists with research equipment to assist the discovery and full development of agricultural, animal and mineral resources in the vast desert regions surrounding the Nile Valley. The construction of these buildings and the drawing up of plans and programmes covered a period of more than 20 years. King Fouad did not live to see the realization of the project to which he had devoted so much time and thought and it was his son, King Farouk, who attended the inauguration ceremony of the Desert Institute.

M. Torres Bodet and His Excellency Taha Hussein Pasha, Minister of Public Information for Egypt, both hailed the excellent example set by the new Institute and the opportunities it offers — not only to the Egyptian people, but to all peoples whose existence depends on the development of arid zones. Emphasis was placed on the need for international collaboration in this continual struggle. Implicit in the ceremony, was a mutual desire that Unesco assist the Cairo Institute in its work and that the latter contribute to similar enterprises undertaken by Unesco.

A Model Museum

IN Cairo, there is a recently built museum. It is perhaps the most modest museum in the city, yet it could constitute a model for the rest of the world. Temporarily housed in an iron and cement tower, this Museum of Egyptian Civilization offers a series of diorama, mural paintings, photographs and reproductions of particular interest to students of Egyptology. Of more general interest, is a résumé of Egyptian history told in a display of authentic objects and original works, dating from the time of the Pharaohs to the present day, each epoch shown by picturesque scenes, and samples of its art, science, agriculture and industry.

Thousands of children and young people, under the guidance of teachers, come every month to learn, by means of these concrete examples that can be so easily understood, how much their ancestors accomplished for the civilization of their country.

The recent Egyptian visit gave an insight into the beautiful and the picturesque. But its effect was less to charm than to instruct the visitor and cause him to reflect.

UNESCO NATIONAL COMMISSION AND FOUAD 1 DESERT INSTITUTE INAUGURATED IN EGYPT

THE Egyptian National Commission for Unesco was inaugurated in Cairo on December 28, by Unesco's Director-General, M. Jaime Torres Bodet, in the presence of members of the Egyptian Government, including the Ministers for Education, Social Affairs and Economics.

In his address Unesco's Director-General appealed for support of Unesco's work for peace, for, he said, "*There is no man nor people in the world so rich as to have nothing to gain from the help of others, nor any man or people so poor as to have nothing to lose in a world-wide conflagration. Whatever its result, the final balance sheet of any war would reveal appalling loss. Not only would lives and wealth be thrown away, but mankind itself would emerge with shrunken stature.*"

M. Torres Bodet recalled the growth of Arab culture, and the efforts of the Egyptian monarchy to increase the numbers of institutes of learning and education, to found universities and show by such initiative that "*the Egypt of today is determined again to enter that path, which, in the Golden Age of Islam, brought her her brightest fame.*"

A warm tribute was paid by the Director-General to Egypt's Minister of Education, Dr. Taha Hussein Pasha, whom, he said "has accomplished in an extraordinarily brief space of time results which display a keen awareness of our age's tasks." "*These in themselves are titles enough*", he went on, "*but Dr. Taha Hussein Pasha has yet others. André Gide has said of him : 'What may perhaps astonish us... is fundamentally the example that his life affords of a success, a triumps of the will, a patient victory of mental vision over the shadows'.*"

Task For The "New Man"

THE inauguration of the Egyptian National Commission was followed on December 30 by the opening of the Fouad I Desert Institute at Heliopolis near Cairo.

Work on this Institute began in 1930 during the reign of King Fouad I, who gave orders for its construction. The war, however, delayed completion of the building.

The structure, designed in Arab style, is surrounded by a garden, part of which is devoted to the cultivation of plants from the Egyptian deserts, and to experiments in their acclimatisation to different conditions.

The role of the Desert Institute is to make studies and carry out practical research on Egypt's deserts. It will study the various climates, geology, mineral, agricultural and zoological resources, as well as perfecting ways of preventing the invasion of arable land by the sands of the desert. The Institute also includes a museum of considerable scientific interest.

Such an initiative on the part of the Egyptian Government links up with the programme of Unesco, which envisages the setting up of an International Institute of the Arid Zones. Such areas comprise almost a quarter of the world's surface.

Recalling this fact in his speech at the Institute's inauguration, M. Torres Bodet added :

"These empty tracts are an untold loss at a time when the productive land can barely feed half the world's population. The improvement of this situation is one of the primary tasks of the new man that Unesco hopes will emerge — a man who not only thinks in terms of the world as a whole but also acts on a basis of solidarity towards his fellow men. Man has suffered many a setback in this battle against the desert; he has had to retreat before the hostile land that will have none of him. These reverses were suffered when men were fighting singlehanded. But once the people as a whole make a concerted effort to overcome their adversary, that adversary will in its turn be forced to retreat, leaving men to enjoy the expanse they have brought back to life."

(Photo " The Times ")

The Nile from the air. This photograph shows how narrow is the belt of cultivation on each side of the river.The role of the recently inaugurated Fouad Desert Institute is to carry out research into ways of increasing the area of this fertile region.

Triumph Over Nature

DR. Taha Hussein Pasha in his address paid homage to King Farouk and his dynasty for seeking to aid the spread of science, and the development of scientific organizations within the country, and to use these means for establishing a close scientific liaison with other countries.

"It is vitally important that the East should finally be endowed with a modern Desert Institute", declared the Minister. *"Egypt will not be the only country to gain by it. Its effect will be felt throughout the world. Scientific establishments belong to all humanity. The founder of a university not only renders a service to his country, but to all other countries.*

"Only the great", continued Dr.Taha Hussein Pasha, *are capable of such undertakings as this, which aims at reducing desert expanses and eliminating the causes of fear by fertilizing the desert, and transforming it into an oasis of science, knowledge and tranquility.*

"We, more than any other people", he said, *"are influenced by the desert. Shut in on two sides, our Great Nile flows in reality like a trickle between two immense deserts.*

"If we think constantly of the desert it is because it affects us deeply. Our ancient Arab literature has depicted it as both marvellous and terrible — as the source of fear and consternation.

"In conceiving the project of this Institute, King Fouad wished that it should become a centre for scientists devoted to research on soil, climate, desert flora and fauna — a field of experiment and study available to scholars of other countries — a centre where science would demonstrate its triumph over the forces of nature.

" The eminent men meeting here to-day", the Minister concluded, "are proof of the success of King Fouad's belief that the Institute must be a centre of co-operation betwen men".

FRANCE AND ITALY OFFER TO HELP UNESCO STUDIES FOR EUROPEAN PHYSICS CENTRE

FRANCE and Italy have offered financial help to permit Unesco to make a preliminary study this year into the possibility of setting up a West European Physics Laboratory for High Energy Particles. An offer of 2,000,000 lire from the National Research Council of Italy was accepted by Unesco's Executive Board at its meeting last month, and it was indicated that the French Government was considering making a donation of 2,000,000 francs.

The study is to be made under the direction of Unesco's Natural Science Department, which is headed by Professor Pierre Auger. The possibility of helping to establish a West European Physics Laboratory has been examined by Professor Auger since Unesco's General Conference approved the setting up of such regional centres last June.

Home For A Cosmotron

PROFESSOR AUGER considers that the West European physics laboratory should house a cosmotron — a giant machine which would be able to reproduce in the laboratory, high energy particles at present being extensively studied outside laboratories, through research into the mysterious cosmic rays which reach the earth from outer space. The cosmotron, therefore, would enable great advances to be made in nuclear physics in Western Europe.

When a preliminary report on the possibility of establishing the West European centre is completed, it will be presented to a meeting of experts to be convened by Unesco. A number of Western European nations are interested in the project, and additional financial help is expected. By the terms of the Conference resolution, Unesco is undertaking to discover the needs and possibilities for the regional centres, to make initial surveys of cost estimates and locations, and to help in the formulation of programmes, but not to contribute to the cost of construction or maintenance out of its regular budget.

Unesco will not, moreover, be the governing body of the West European centre. It is concerned at this stage with carrying out the studies needed to assure its establishment.

Conference Preparations

OTHER questions dealt with by the Unesco Executive Board at its meeting included the Organization's 1952 programme. The Board recommended its adoption by the next General Conference which will take place in Paris from June 18 to July 10.

In approving the Conference agenda, the Board agreed to send invitations to non-Member states of the United Nations and Unesco to send observers to these meetings. These States include, among others, Spain, Cambodia, Laos and Vietnam. The three last, like Japan and the German Federal Republic, have asked to be admitted to Unesco. Their candidatures will first be submitted to the Economic and Social Council of the United Nations, which will meet during February at Santiago.

After approval by the Board, Unesco will make a grant of $266,750 to eleven non-governmental international organizations which cooperate with Unesco in an advisory capacity.

The Board has also approved the use of donations amounting to nearly $2,500 for urgent relief work being carried out by Unesco in different parts of the world.

Unesco's activities in Germany and Japan were also studied by the Board. Unesco's work in Germany will be centralised in a single bureau to be set up at Wiesbaden, which will replace the three now operating in the English, French and American zones. This modified plan for Unesco centres in Germany was made with the approval of the three representatives of the Allied High Commission, and it is felt will facilitate the execution of the Organization's programme.

It is planned to create three other centres in Germany for the study of social questions, teaching and all problems affecting German youth. New offers of financial aid for this project have recently been received from Lebanon, the Philippines, France and the United States.

COUNTRIES ANSWER UNESCO CALL FOR LIFTING OF BARRIERS TO KNOWLEDGE

MEMBER States of Unesco have recently been taking action in response to a series of eleven recommendations adopted in Florence last year by the General Conference, on measures they might take to promote the free flow of information. The recommendations, aimed at suppressing economic and legal obstacles to the movement of ideas, were sent to governments last September. Replies received to date will be supplemented by the reports Member States are to submit to the next session of the General Conference in June.

Action taken on the first recommendation, urging adherence to the two Unesco-sponsored international Agreements, was reflected in the signature by 17 countries of the Agreement on the Importation of Educational, Scientific and Cultural Materials on the day it was opened at Lake Success. Eighteen countries have already signed, and four ratified the earlier Unesco Agreement for the free flow of auditory and visual materials.

Following are some examples of other measures already taken by governments in response to the Florence recommendations :

Belgium is increasing its support for a scheme, initiated by the Universal Postal Union (UPU), which allows readers to pay in their national currency, at their local post office, for subscriptions to newspapers and magazines from abroad. Belgium is willing to carry out this exchange with all Member States of the UPU.

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Bolivia has granted duty-free entry to publications, documents, films and recordings sent by international organizations to its Government or Unesco National Commission.

★

Canada has granted duty-free entry to certain educational films.

★

Colombia has granted duty-free entry to all Unesco books, publications and other educational, scientific and cultural materials consigned to approved institutions.

★

Denmark is negotiating a newspaper exchange with Austria, Italy and West Germany, under the UPU scheme already mentioned.

★

India has reduced by two-thirds the postal rate on newspapers mailed abroad.

★

Iraq has reduced by 50 per cent. the postal rate on publications sent abroad by local publishers or printers.

★

Italy has resumed its newspaper exchange service and is willing to extend it to other countries on a reciprocal basis.

★

The **Netherlands** has extended its newspaper exchange to four more countries (Finland, French zone of Morocco, Portugal and Sweden) and is negotiating an exchange with Austria and West Germany.

★

Norway is also willing to extend its newspaper exchange to other countries.

★

Sweden is extending its newspaper exchange to Italy, Portugal and West Germany.

UNIFORM BRAILLE FOR ASIA AND AFRICA TO BE WORKED OUT AT BEIRUT CONFERENCE

White hands guide black hands over Braille script. The hands of Mr. Wilson, blind secretary of the British Empire Society for the Blind, show an African how Braille script is read. The work and findings of the Committee on African Tribal Braille will be submitted to experts attending the international conference at Beirut, this month.

ANOTHER important step toward the development of a universal script for blind readers of all the world's languages is to be taken at an international conference of Braille experts, seven of whom are themselves blind, which is to open under Unesco auspices in Beirut on February 12. Fourteen representatives of eleven countries will meet, as the guests of the Government of Lebanon, to put the final touches to a uniform Braille system for the languages of the Middle East, India, Southeast Asia and Africa.

One of the major tasks to be carried out at the conference is the replacement, by a single system, of several varieties of Arabic adaptations of Braille, thus removing conflicts among these variants which have long hindered the education in Arabic of blind children.

Braille is the system of raised dots by which the blind read and write, learn music and do mathematics and shorthand. It has sixty-three characters; and it is the goal of the development of a universal script that in every language, each of the sixty-three characters should, as far as possible, stand for the same, or nearly the same letter-sound.

Representatives to the Beirut conference will include linguists, phoneticians, blind educationists and Braillists. They have been invited from Malaya, Ceylon, India, Pakistan, Persia, Iraq, Hashemite Jordan, Lebanon, Syria, Egypt and French North Africa, and reports from other linguistic areas will also be presented. When the work of which the Conference of regional experts is an important part, is finished, the world's 7.000,000 blind will have a universal script, though not a common language.

The Beirut meeting is a development from an agreement on the principles of world Braille arrived at by conferences at Unesco House, Paris, in December 1949 and March 1950. Steady progress has been made in the rationalization of the world use of Braille since the second of these conferences. The Indian Government's Expert Committee published a revised Braille for India in conformity with the conference recommendations, last October, under the title of "Bharati Braille". This draft, together with those prepared by an Arabic Sub-Committee and a Committee on African Tribal Languages, and other views on the same and similar problems will be considered at Beirut.

The agenda of the meeting includes study of uniformity in Braille musical notation and of Arabic Braille contractions as well as uniformity in letters and punctuation, and the special requirements of various linguistic groups.

Unesco's principal representative at the Beirut Conference will be Sir Clutha Mackenzie, consultant on Braille, himself a blind man.

John W. Taylor Takes Over No. 2 Unesco Post

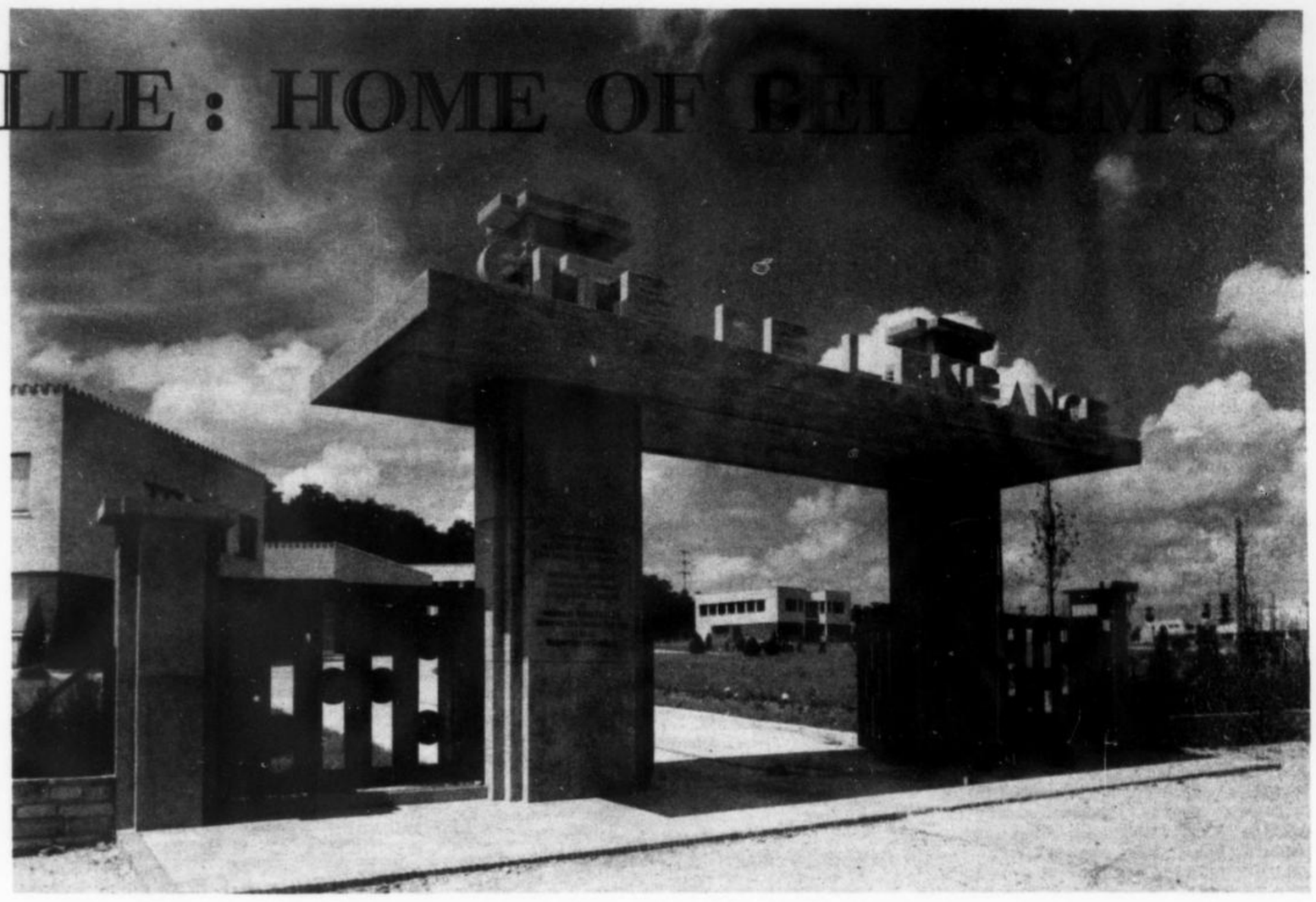
Dr. John W. Taylor, American educator and former president of the University of Louisville, Kentucky, took over his new duties as Deputy Director-General of Unesco on January 8th 1951.

"I come to Unesco", Dr. Taylor said on his arrival at Unesco House, *"at a time when there is perhaps more need of international understanding than at any other previous period in history. I feel, however, that it is difficult to do what can and should be done in the world while more than half the human beings whose destinies are at stake—literally and personally at stake—can neither read nor write."*

"I feel that Unesco, despite all the tragic fears and forebodings of the period through which we are passing, has the opportunity to bring light to the places in men's minds darkened by ignorance, and hence to help make a real and informed hope for peace replace resignation to the inevitability of war"

While Dr. Taylor was president of the University of Louisville, the institution became the first among those in the southern part of the United States to break racial barriers and admit Negro students. Unesco's new Deputy Director-General has had wide and varied experience in the field of international education. He has spent six years in Western Europe; has studied at the Universities of Paris, London, Vienna and Berlin; and has been in charge of the Foreign Study Programme of Teachers College, Columbia University.

MARCINELLE: HOME OF 330 BIGGEST "FAMILY"



GATEWAY TO A CITY and to a home where the family spirit dominates every activity and the word "orphan" seems to lose its meaning.

On the outskirts of Charleroi, in the heart of Belgium's "*black country*", a trim little community of ultra-modern homes laid out over 30 acres of gardens and playgrounds contrasts sharply with the background of towering steel mill chimneys and coal mine shaftheads.

Only one thing in the community's appearance helps to distinguish it from a typical modern suburban development project — its gateway whose arch bears the words, "*Cité de l'Enfance*" (The Children's City). Living in its neat little houses today are 330 orphans and children of war refugees — children who had never known a proper home, but who have now found an ideal one.

The movement responsible for the City is the "Inter-Community Organization for Social Works" (Intercommunal d'Œuvre Social) of the Charleroi region, which has been set up by the people of Charleroi and of thirty-two neighbouring communities. To provide homes for the children in the City at Marcinelle, a suburb of Charleroi, costs the inhabitants of these thirty or so communities the sum of ten Belgian francs ($ 0.20) per capita each year. In addition, the City receives a subsidy from the Belgian Government.

The reason for the City's foundation and development has been explained by M. René de Cooman, president of the Board of directors, as "*a desire to create a home where orphans would live in an atmosphere and under conditions as far removed as possible from those of an 'institution'.*"

The result was a community of twenty-one, two-storey homes, each housing no more than sixteen children with an individual counselor in each home.

The Children Understood

The houses are ultra-modern in appearance and in equipment, with electric kitchens, central heating, hot and cold running water, and tiled bathrooms.

"*When we planned these houses,*" M. de Cooman recalls, "*people told us they were too good for the children, but we maintained that children would understand what we were trying to do for them and would respect their homes.*"

PLENTY OF PLAYMATES. Children have no time to feel alone in the world when they have over 300 "brothers and sisters" to join them in games and sports.

Proof of this came in rather an unusual way. As the result of the war, some children had to be moved into an unfinished house, in the early years of the City, before the furniture was varnished and the walls plastered. This particular house suffered more damage from unruliness among the children than others which were opened in an already perfect state.

The City is equipped with a gymnasium, a wading pool, sand beaches and workshops where its adolescent citizens can learn to become cabinet-makers, electricians, bakers, gardeners, tailors and shoemakers.

If a child shows promise, he is encouraged to continue his studies for such professions as medicine or law. "*Our children have as much right to choose their careers as those who are lucky enough to have wealthy parents,*" explains M. de Cooman.

Children's Ambassador

At present, the City's inhabitants range from three to twenty-five years of age, but plans are being made to accommodate even younger ones in a new nursery now being completed. The older members of the community often work outside in Charleroi and live in the City just as they would in an ordinary home.

Children below the age of twelve live in houses with dormitory-style sleeping quarters. Above the age of twelve, however, each child has a room to himself, complete with an individual washstand. In some cases, the care given by the City to infants begins almost as soon as they are born. One young girl has been in the City ever since her mother abandoned her in the maternity ward of a hospital.

M. de Cooman, who was recently elected president of the International Federation of Children's Communities, an organization working in close co-operation with Unesco, is a Belgian industrialist and an "ambassador" for the Marcinelle Children's City.

Following a recent meeting of the International Federation at Unesco House in Paris, he described a new development at Marcinelle designed to enable the City to extend its help to children even after they have grown up and left it.

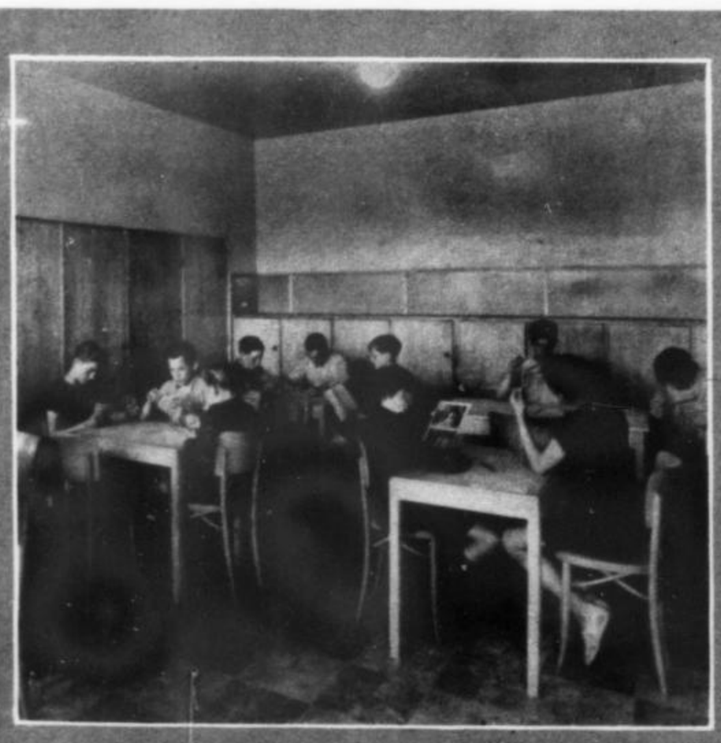
By the early part of 1951, M. de Cooman explained, the City will begin a policy of extending long-term, no-interest loans to give youngsters a chance to set themselves up in business. If a boy learns his trade as, say, a baker or a plumber, the City will be able to advance him the money to open his own shop. The money, paid back in instalments, will be used as a revolving fund to give future "citizens" a start in the world.

For other reasons too, the Children's City of Marcinelle is held in affection by children who have lived within its walls. Young men or women, leaving the city to marry and set up a home, always receive a wedding present from the board of directors. At present, the City is busy making plans for the marriage of one of its girl citizens. At the wedding the entire population of more than 300 children will be present as members of the bride's "family".

Ever-Open Gates

The boys and girls of Marcinelle are proud to belong to such a united family. Their affection for it is perhaps best symbolized by the City's ever-open gates. It is just as easy to leave as to enter, and although children have been known to run away during their first few days — before they had had time to settle down — no one has ever wanted to leave after living there for several weeks.

That, for the men and women who run the City is the best proof that they have created a real home for children who today no longer consider themselves as "orphans".



BOYS' CLUB IN THE CITY. Bright and cheerful recreation rooms enable the young people of Marcinelle to pass their leisure time pleasantly. The children have learned to respect their homes.

MODERN EQUIPMENT. The homes at Marcinelle are ultra-modern in appearance and in equipment, with electric kitchens, central heating, hot and cold running water and tiled bathrooms.

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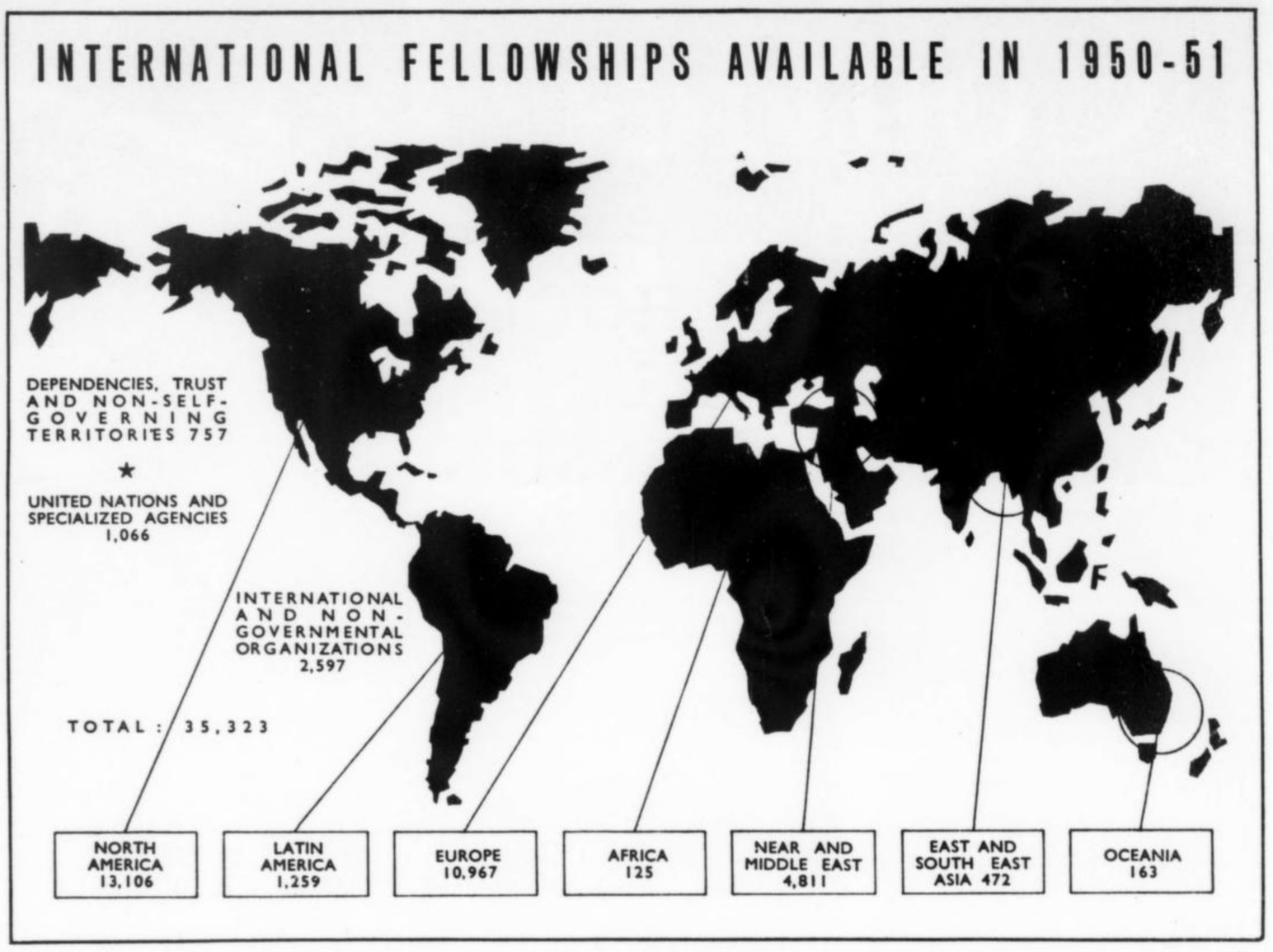
LATEST ISSUE OF UNESCO HANDBOOK LISTS 35,000 opportunities for study abroad



FOR many centuries the thirst for knowledge has led men across the world's frontiers. In Europe there was a time when Bologna attracted law students from many lands, when Montpellier was famous as an international centre for medical learning and when a course of study in one of the Italian art schools was considered by Flemish and Dutch painters as an essential part of their training.

Today, studies abroad are recognized not only as a means of attaining knowledge or technical skills, but also as a useful way to promote international understanding. The student, teacher or artisan who travels to another country comes to know more than just another school, university or factory ; he learns by personal experience about other people and their ways of life, and has the chance to act as an unofficial ambassador for his own country.

Recognizing the possibilities for mutual understanding provided by the exchange of persons for educational purposes, Unesco grants and administers fellowships, and each year publishes a handbook : "*Study Abroad, International Handbook of Fellowships, Scholarships and Educational Exchange.*"

The purpose of this publication is firstly, to provide documentation to assist agencies engaged in administering fellowship programmes. It is hoped that, by showing the scope of current international fellowship programmes, areas of outstanding need and possible overlapping of initiatives in certain study fields will be emphasized.

Secondly, it aims to make known to one another the agencies in different countries which administer similar types of programmes in order to encourage international contacts and to promote increased fellowship programmes ; and thirdly, to publicise more widely the opportunities open to candidates for study, research and observation abroad in order to encourage more equitable distribution of awards, and, by increasing the number of candidates, to improve the quality of scholars selected for study abroad.

Fellowships Doubled

IN 1948, the first edition gave information on 16,000 fellowships granted by 37 countries. The second edition, covering 1949-50, gave information on 24,000 fellowships granted by 49 countries, 26 non-autonomous territories, and the United Nations and specialized agencies. A supplement, published in 1950, gave a new list of 500 summer study courses, tours, etc., organized during university vacations in 16 countries.

The third and latest edition of "Study Abroad", covering 1950-51, has just been published. Extensive research by Unesco and the growth of certain programmes such as the Fullbright programme developed by the United States, have enabled a list to be made of approximately 35,000 opportunities for men and women in all parts of the world to study a wide range of subjects.

The University of Puerto Rico, for instance, offers a scholarship to male students of the Caribbean region, not including Puerto Rico ; age over 16 ; to pursue vocational studies in the School of Industrial Arts of the University. The New Zealand Government offers a fellowship to nationals of Burma, Indonesia, Malaya and Thailand for a six months' study course in New Zealand on any one of the following subjects : animal husbandry, agriculture, wool research, social welfare, pre-natal care, state medical care, native education, mining, teacher training, technical aspects of broadcasting. The French Committee of the International Student Service offers a fellowship for a period of ten months, to refugee students in France ; preference given to students who have almost completed their studies ; unrestricted choice of any university course.

"Workers Abroad"

ONE of the important and developing features in programmes of exchange, published in the present issue of "*Study Abroad*", concerns opportunities for employees in various trades, industries and professions.

These facilities, outlined in a report by the International Labour Office, show how such people can work abroad for a limited period to improve their linguistic and occupational competence. The Report covers (1) legal measures adopted by 18 countries for the issue of labour permits to foreign trainees (2) details of specific programmes for the inter-change of workers organized by trade and professional associations.

During 1951, three supplements to "*Study Abroad*" will be published. The first, "*Workers Abroad*" will contain information on scholarships and travel grants for workers and short-term cultural and educational exchange programmes for workers. This supplement, additional to the chapter already written on this subject in "*Study Abroad*" will give the findings of an enquiry conducted by Unesco in co-operation with the International Labour Office.

The second supplement will deal with the inter-change of teachers and short-term appointments abroad for teachers and professors. As last year, the third and final supplement will give information on vacation study courses and special study tours.

It happened in February

LITTRÉ

To a Frenchman, the name Littré conjures up the massive volumes of reference which for the last seventy years have been so useful to students. But Maximilien - Paul - Emile Littré, born in Paris on 1st February 1801, was more than the learned author of the Dictionary of the French language. One of the revolutionaries of 1830, journalist, Hellenist, philosopher, disciple of August Comte, he was for more than thirty years the recognized head of the Positivist school. Using as a medium the magazine which he founded in 1867 and the books he wrote — "Positive Philosophy", "The Science of the Philosophical Viewpoint", etc. — he exercised a strong influence over the younger generation of 1870. But seldom did a philosophy arouse so much indignation among its opponents. A bishop resigned in protest when austere M. Littré was elected to the French Academy.

ELIZABETH BLACKWELL

To-day there are thousands of women doctors to care for the sick, but a hundred years ago there was possibly only one who had formally qualified. Elizabeth Blackwell was born in England on 3rd February 1821 and later emigrated to the United States with her family. Miss Blackwell was in charge of a school when she had occasion to nurse a woman friend, who deplored the fact that there were no women doctors. Elizabeth Blackwell's vocation was henceforth clear. Overcoming prejudice and opposition, she attended lectures and in 1849 reached the final stage when her thesis was accepted. Beginning in the United States, she later practised in England, always making the poorest families her first care. The two hospitals which she founded in New York and in London did much to advance public hygiene.

THOMAS CARLYLE

He became famous in his 42nd year when his History of the French Revolution was published in 1837; famous but never popular and seldom understood. Coming from a working-class family, he knew long years of poverty and always identified himself with the working classes. His approach to religion was considered sacrilegious by his contemporaries. Hostile to all dogmas and doctrines, he attacked both the sceptics and the materialists. God was a God of Nature, he declared, manifesting himself in the history of mankind. When Carlyle died on 4th February 1881, he left disciples behind who called themselves "radicals", sometimes "mystics" and among whom the most devoted was John Ruskin.

LINCOLN'S LEAVE-TAKING

Ninety years ago, Abraham Lincoln left the town of Springfield, Missouri, to assume the Presidency of the United States. On the 11th February, the President said goodbye to the town which he was never to see again: "**I now leave... with a task before me greater than that which rested upon Washington — without the assistance of that Divine Being who ever attended him, I cannot succeed.**" When his train reached Philadelphia, Lincoln learned of the existence of a conspiracy: already there were those seeking to assassinate him. In the hall where the fathers of his country once formulated the Declaration of Independence, Abraham Lincoln

spoke of Equality. "**If this country cannot be saved without giving up that principle... I would rather be assassinated on this spot than surrender it.**" It was not till five years later that Lincoln was assassinated, but by that time, thanks to him, one of history's great victories for human rights — abolition of slavery in the U.S. — had been won.

AUGUSTE RENOIR

He was born on 25th February 1841; one year after Monnet, two years after Cézanne, the same year as Berthe Morisot and Armand Guillaumin. Van Gogh, Georges Seurat were soon to follow. This group of artists were to project the never-ending debates about the meaning and value of Impressionism, Post-Impressionism and "Modern Art" in general. They were accused of painting unreality — the critics presuming to know what was reality. Renoir, like his companions, was indifferent to praise or blame. He kept on painting landscapes vibrant with warmth and perfume; and his bathing goddesses, the models for which were only pretexts. "**Any models will do**", **he used to say, "provided they don't block the light... I use models only as a starting point to attempt things that I could not otherwise invent.**"

THE FIGHT AGAINST YELLOW FEVER

Fifty years ago, there was little defence against Yellow Fever — "pest of the tropics" — and the only precautionary measure taken was to quarantine ships from Central America. At the end of the 19th century, thousands of people had died in Rio de Janeiro, in New Orleans, Lisbon and Barcelona. Experts began research. In 1900 an American commission, basing its research on the discoveries of a Cuban scientist, Dr. Finlay, determined that the infection carrier was a mosquito resembling the malarial pest. Successful counter-measures were first undertaken in Havana, on 27th February 1901 when medical teams began the methodical destruction of larvae in the streams, reservoirs and catchment areas of the town. From January 1902, Havana was never again troubled by the dread Yellow Fever.

FENG TAO

A thousand years ago a book was printed in Korea for the first time. This Buddhist text was no translation from Sanskrit but written directly in Chinese; and it marked the beginning of a cultural renaissance that the Far East owed mainly to one remarkable man: Feng Tao. Born in 881 in the province of Tchili, Feng Tao, first minister under seven successive emperors, is credited by tradition with the invention of printing. He played clearly no part in the technical discovery, but he spent all his life in promoting and developing the use of print. In 932 he prepared and printed the first official edition of the classics in 130 volumes and these works became known throughout the empire. Feng Tao can rightly be called the Father of the Confucian Renaissance which reached its height in the 12th century and posterity can be grateful to him for the magnificent printed volumes which remain one of the glories of the Sung dynasty.

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MEXICO'S "SCHOOLS WITHOUT WALLS" TEACH THE LESSON OF SELF-HELP

A MISSION ARRIVES. The entire village turns out to welcome a mission van. Motorized teams have done valuable work in Mexico by winning popular support for large-scale campaigns against hoof and mouth disease and the Mediterranean fruit fly. They thus prepared the way for technical groups which later took direct action in these two vital programmes.

Hundreds of thousands of Mexicans who live in rural areas, not only far from the big towns but also lacking most of the material elements of ordinary modern well-being, are being slowly but surely helped toward the achievement of better personal and communal standards of living and working.

The improvement is being brought about through the work of 48 rural missions which the Mexican Government sent out to 146 remote zones, with a combined population of 540,000, under its remarkable Cultural Mission Programme. First launched in 1923, then re-established on a broader and firmer basis in 1942, and further developed during the last few years, this programme works on the fundamental principle of adult education that the people should be helped to help themselves to solve their problems.

Some of the major achievements of the rural missions are described in "*The Mexican Cultural Mission Programme*," an 80-page booklet, written by Lloyd H. Hughes, and recently published by Unesco as the third in its series of Monographs on Fundamental Education. Mr. Hughes, who was sent to Mexico by Unesco in the summer of 1949, sets forth in detail the story of the evolution of fundamental education in Mexico during the thirty years since the battle cry "*tierra y escuelas*" (land and schools) resounded throughout the land until it reached the ears of the remotest Indians.

His conclusion on the basis of a careful study of the rural missions' work in 1948 and 1949 is "*that slightly under 45 % of the people living in zones where missions have worked have benefited from the cultural mission projects and activities.*"

Ending Rural Isolation

"*The cultural missions,*" *Mr. Hughes declares,* "*have contributed greatly to the overcoming of the physical and mental isolation in which the 'campesino' and the Indian live; they have also given rural communities a sense of interdependence and relationship with the rest of the population. In this way they have contributed to the triumph of nationalism over regionalism and localism.*

"*Frequently, as in Los Reyes de Jaurez, a village near Tepeaca in the State of Puebla, they have checked village and inter-village rivalries and promoted co-operation to solve joint problems. They have also made the 'campesinos' better producers and consumers through the introduction of new crops and better domestic animals, techniques of production and diet.*

"*The severe tasks of rural women have been lightened through the introduction of communal "molinos de nixtamal" (corn mills) and sewing machines, and through a distribution of chores among all able members of the family. 'Campesinos,' especially Indians, have been encouraged to consult doctors and to use modern medicines. The introduction of recreation programmes and music has given a new orientation to national and local festivals and helped to overcome the problem of alcoholism in many areas.*"

Eighteen of the missions work in zones that are exclusively Indian and 22 in mestiso zones. Five special missions are assigned to workers' districts in the Federal capital. The programme also includes the use of a number of motorized and cinematographic missions.

IMPROVED AGRICULTURE. Agricultural teachers accompanying the missions organize the farmers to enable them to get the best results from their labour, by introducing new crops and farming methods.

NEW SCHOOLS. Missions actively support literacy and school construction campaigns. They improvise primary schools and libraries where lacking and organize community centres.

Leaders Of Change

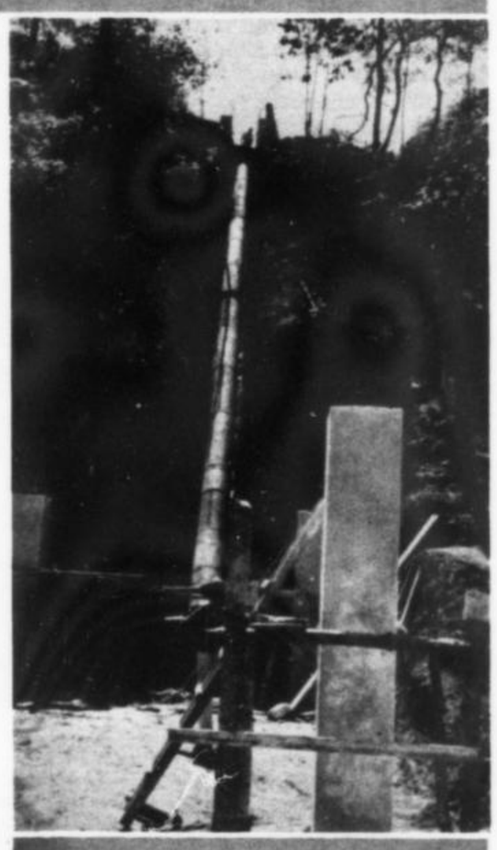
During 1948-1949 the rural missions concentrated on improvement of economy and health; improvement of the home and domestic life; development of sound recreational and cultural activities; material improvement of rural communities. Most of the teams included a home economics leader, a nurse and midwife, an agriculture teacher, a construction teacher, a trades teacher, a mechanics teacher and a leader of recreational activities.

In general, stress was put on agricultural improvement, such as the introduction of new crops and new methods of farming. A grafting campaign was sponsored during which thousands of shoots, mostly of fruit trees, contributed by growers in Sierra Norte de Puebla and Amanalco de Becerra, were employed.

In the vicinity of Hueyapan and Yaonahuac, Puebla, extremely good results were obtained in convincing farmers to use chemical fertilizers to increase yields. The missions' teachers of agriculture taught large numbers of farmers in many regions how to vaccinate their poultry; they imported blooded fowl from the United States to improve creole varieties; and they demonstrated building of brooder houses.. Improved methods of livestock raising and breeding, and the development of local small industries were also taught. In Nativitas, Tlaxcala and Hueyapan, Morelos, classes in small industries were organised as well as producers' co-operatives to market their products. The building of dams, rain-water reservoirs and small irrigation canals was promoted and farmers were shown how to prevent soil erosion.

A Better Home Life

One of the major activities, Mr. Hughes points out, was "*to help raise the moral standards of the people by teaching affection and consideration for mothers, the protection of women and children, and a more equitable distribution of chores among all members of the family. Classes in child care, nutrition, cooking and sewing were organized for young women and mothers.*"



RESULTS OF COMMUNITY ACTION. Aiming to stimulate action by the entire community, the missions show the people how to use their own talents and resources for the solution of their particular problems. At Hueyapan, Puebla, this electric light plant (above) was built by local labour with guidance from a mission.

The missions all co-operated with the Government's literacy campaign, maintaining 125 schools and encouraging town and village authorities and parents' societies to raise the very low salaries of teachers. In many towns reading rooms and small libraries were established for the use of newly literate readers and one, at Santiago Ixcuintla, now has 5,000 books.

The greatest lack, Mr. Hughes found, was of personnel trained to serve successfully as members of missions. This situation, not limited to Mexico, is one of the reasons which has led Unesco to set up a centre for the training of fundamental education teachers, for Latin America. (*See Pages 8 and 9 of this issue.*) This centre is being established in Mexico where students from many countries of Latin America will study methods of Fundamental Education under an international staff including Mexican experts. Their field study will take them into Mexican communities, where they will be able to study at first hand the work of the Mexican Cultural Missions.

ART HELPS EDUCATION. Mission teachers in plastic arts try to assist the growth of the social campaign through stimulating pictures. This painting, for example, has for subject the literacy campaign.

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